

Point of View

By Charles R. Larson

I HAVE ACCEPTED THE REALITY that a new book costs around \$20 and a scholarly tome probably \$35 or more. I grumble at the prices and sometimes try to buy books at one of the discount bookstores, although they rarely have the works I want. There's no true escape from the prices, since books are an occupational necessity, as well as the only means for satiating my addiction to reading. At least I know they won't kill me.

Incredibly, however, I do not see my university students sharing the same dependency. At the beginning of each semester, they grumble over the prices of the books I assign for my literature courses. If I assign a dozen or more titles in paperback for just one course, students often have to pay us much as \$120 for those books.

Multiply that by five or six courses and the figure is overwhelming. Not all courses in all disciplines require that many books, of course, but I'm told that mathematics and science textbooks typically cost \$50 or \$60 each. Students tell me that it's quite easy to spend \$500 on books for a semester. When the term is over, students can hardly wait to get to the bookstore to learn what they'll be paid for their used texts.

The high cost of books used in the classroom is discouraging students from building personal libraries and ultimately may discourage them from reading altogether. Students now regard books as luxury items or mere commodities instead of seeing them as precious artifacts to be saved as reminders of what they learned in an interesting course. Even English majors tell me that they don't save their books but try to sell them back to the bookstore. I can't imagine a humanities major graduating without having acquired a library of great works to read later in life.

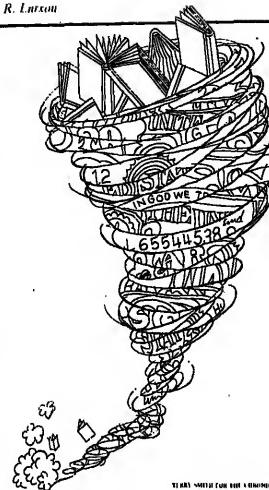
I realize that publishers need to make a decent profit just like everyone else. But do they have to charge outrageously high prices for literary works that are steady sellers, thanks to the educational market? For example, the price of Alain Robbe-Grillet's *The Erasers*, which I've been assigning for a course on the modern novel, jumped from \$4.95 several years ago to \$12.95 after the last reprinting.

Students respond to high prices mostly by trying to avoid buying unsigned books. They share books when they can, so they often haven't read a work by the day it is to be discussed. They search through used-book stores or go to local libraries to borrow copies. Books that I put on reserve in the university library are read to shreds. Many students simply photocopy entire books; they wind up paying less than what they'd have to pay for a short novel such as *The Erasers*.

It is unlikely that publishers want to sabotage their profits by encouraging students to photocopy books or want to promote, albeit inadvertently, infringement of copyrights. Yet I find it hard to blame students. And I cannot justify the \$12.95 price for Robbe-Grillet's novel; I never assign the book as required reading again.

What particularly bothers me is the fact that many publishers raise a book's price every time they reprint it, even if that happens every year. In another course that I teach on the development of the novel—for which I assign 14 books—the price of a volume of essays called *The Theory of the Novel* rose from \$3.50 in the mid-70's to \$14.50 a couple of years ago. The price goes up with each reprinting, and yet not one word has been changed. It's not a revised edition with fresh material, but the same old book first published in 1967. Time to find a replacement.

Publishers often raise book prices even when the only changes have been cosmetic, such as a new cover. For years, in my course on the novel I was able to use the edition of Virginia Woolf's *Mrs. Dalloway* that I had read as an undergraduate. I bought my handbook edition—its binding sewn, not glued—for \$1.40 in 1959. I've even kept the title page to use as a bookmark and also to show students what books cost in the Dark Ages. Their mouths drop open. Unfortunately, the novel now has been reissued in a new format and repaged. The current hardback edition costs \$17.75; the



Book Buying: a Luxury for the Rich?

paperback sells for \$7.95. Virginia Woolf's heirs must be delighted with the royalties flowing into her estate.

My guess is that the estates of other 20th-century writers, such as Hemingway, Fitzgerald, Faulkner, Cather, and Flannery O'Connor have flushed with unbridled income for exceeding what these writers typically earned while they were alive. Twenty years ago when I edited an anthology of short stories, I was outraged to learn that the permission fee for one of Flannery O'Connor's stories would be \$500. I doubt that O'Connor was ever paid that much for a story during her entire life. I only regret that she can't benefit from the money now pouring into her estate.

Reprinting literature has become increasingly expensive because of the enormous reprint fees demanded by publishers and authors' agents. That \$300 fee for reprinting Flannery O'Connor's story was at the high end of the range in 1969, when other stories could be acquired for \$25 or \$30. Today, however, \$500 is the going rate for reprinting most short stories, including those by completely unknown writers. For a volume of 125 short stories that I currently am co-editing with my wife, we're paying \$3,100 for a Hemingway story and \$2,700 for one by Fitzgerald. It looks as if the \$30,000 permissions budget will not be adequate. No wonder the anthology probably will cost at least \$20 (although compared to the price of a paperback novel, that still looks like a bargain).

The publisher of our anthology already has informed me that two years after the book is published a new edition will be needed. When we questioned the necessity for this, we learned an interesting fact. Anthologies are not reissued because they become outdated. They are reissued to keep publishers' sales up; otherwise, after only one academic year, the number of used copies available in campus bookstores reduces the sales of new copies by 50 per cent.

What an awful muddle this has become. Students won't keep their books but sell them back to campus bookstores, often for a fraction of what they paid origi-

nally. Bookstores resell the used copies, dramatically reducing the sales of new copies. The permissions for the next edition need to be renegotiated at higher fees (since authors and their agents consider each subsequent edition a new book), and book prices continue to rise with each new edition to cover the costs of higher permission fees.

Although publishers and authors win temporarily in this upward spiral, they lose in the long run, because the message reaching students—who are, after all, potential lifetime buyers of books—is that books are not worth acquiring and saving because they cost too much. If books are not worth acquiring, it won't be long before students conclude that books are not worth reading.

I confess that I do not know exactly what can be done about the cost of books for the education market. I do know, however, that there is little justification for the endless string of new editions of textbooks that go up and up in price. What would happen if some publisher kept a decent anthology in print at a reasonable price, a year after year? Would students keep the book instead of trying to dispose of it immediately? I'd like to think so. Could living in law break the escalation of reprint fees for their works by agreeing on some reasonable amount that their heirs could charge? Shouldn't the literary organization PEN or some other writers' group debate the matter?

Some years ago, the National Endowment for the Humanities began financing the editing and reprinting of works of major American writers for a uniform series of editions that became known as the Library of America. The volumes, which now include nearly 100 titles, are issued in handsome cloth editions and printed at acid-free paper. The garbled texts of many of our early writers (Faulkner, Wright, Twain) have been corrected and standardized. These books are increasingly assigned in many graduate courses.

But since these volumes cost \$35 each and typically run more than 1,000 pages, they are hardly enticing to the general reader. One of the original goals of the undertaking was to make classic works easily available in affordable editions. This objective has not been realized, except with a few selected titles that have been reprinted in inexpensive editions. One reason for the high price of the series is that many of the works are by 20th-century writers and therefore are still controlled by copyright. One hopes, however, that someday these editions will be issued at lower prices for all readers.

THAT PUBLISHERS who could undermine such a venture is one that could undermine such a venture may already exist. In 1990 Dover Publications began issuing a series of "third editions" at the incredible price of \$1 each. *Heart of Darkness*, *White Fang*, *The Turn of the Screw*, *Ethan Frome*, *Shakespeare's Sonnets*, and 50 others have already appeared, with others scheduled for the future. It is too soon to know whether Dover can make the series cost-effective, but given proper distribution (if bookstores will stock these books at such low prices) I do not see how the series can fail. Production costs restrict these \$1 books to no more than 160 pages and require that they be in the public domain, to avoid reprint-permission fees.

Maybe Dover could expand its series or other publishers could try the same tactic. Maybe a publisher could produce books of up to 320 pages for \$2. (Ivanhoe? Twain? Thoreau?) Perhaps works of up to 400 pages (by Melville, Dickens, Dreiser, and so on) could be sold for \$3.

In any case, one can only praise Dover's response to the spiraling cost of books and welcome the series as a hopeful breakthrough in pricing. If nothing else is done, it won't be long before books become luxuries for the rich and the elite rather than necessities for every educated person's life.

Charles R. Larson is professor of literature at American University.

370

THE CHRONICLE

of Higher Education.

March 18, 1992 • \$2.75
Volume XXVII, Number 28

'A MORAL ISSUE,' NCAA DIRECTOR SAYS

Men Get 70% of Money Available for Athletic Scholarships at Colleges That Play Big-Time Sports, New Study Finds

How Men and Women Fare in College Athletics

Although the total enrollment of men and women is virtually equal ...

male athletes outnumber female athletes by more than 2 to 1 ...

... and receive twice as many scholarships.

Men's teams get three-fourths of the operating funds ...

... and over 80 per cent of the funds for recruiting.

SOURCE: NCAA Study of 253 Division I Institutions

Many Colleges Report Increase in Applications for Next Fall

By MICHELE N-K COLLISON

Many colleges and universities report an upturn in applications for admission. In the fall, despite a depressed economy and a decline in the number of people graduating from high school this year.

Private colleges report increases of as much as 27 per cent over last year, while some public colleges report increases of up to 10 per cent. Not all of the increases may be as impressive as they may appear, however, since they follow a year in which some colleges—primarily private ones—saw their applications slip between 3 and 16 per cent.

In addition, despite the increases at many institutions, some public and private colleges are experiencing small declines in the number of students seeking admission for the fall.

'More Savvy This Year'

Many admissions officials and counselors believe some students are applying to one or two more institutions than in years past. Students are well aware that there are fewer high-school seniors this spring, making the college-admissions process less competitive.

"I think that students are more savvy this year," says Rebecca H. Hanson, a college adviser at Roland Park Country School in Baltimore. "They heard it was easier to get into some schools last year, so they decided this was a good year to apply to them."

A "reach school" in counselors' parlance

is one that may be highly selective and hence a long shot for many applicants.

Others think many students who need financial aid are applying to a number of institutions, because of a belief that more students will be admitted according to their ability to pay. Students are said to be worried about reports that selective colleges, which are concerned about the rising costs of financial aid, are retreating from pledges to give students all the help they need to pay their bills.

"There is a perception that if you are applying for financial aid you need to cover yourself in terms of applications because many colleges have backed off giving full funding for financial aid," says Mary Lou

Dates, associate director of admissions at Skidmore College. Skidmore has received 4 per cent fewer applications for next fall than it did last year.

Concern Over Filling Classes

Despite the increase in applications, many admissions officials are nervous about getting enough students to fill their freshman classes. Last year, uncertainty over the economy led many who had applied to selective private institutions to enroll at lower-cost state campuses. With fewer students responding to offers of admission, private institutions ended up accepting students whose grades and test scores were below average.

Continued on Page A34

Report Hints for Enrollment of Minority Students

In 1990, the college enrollment of members of all minority groups increased by record high. Minorities now constitute 16.2 per cent of the nation's 12.7 million college students.

The figures were compiled by the Department of Education in its annual survey of the nation's 4,000 degree-granting colleges and universities. The report shows that minorities now account for 20.2 per cent of all college students, up from 18.7 per cent in 1989. The report also indicates that the number of black students increased by 1.2 per cent, while the number of Hispanic students increased by 1.4 per cent.

Continued on Page A34

MARGINALLIA

Program announcement from the Northeast Regions Conference of the Association for Continuing Higher Education.

"With the traditional college age population declining, Franklin Dickinson University's successful Successes Adult Degree Program continues to grow exponentially... . The program is administered using resources and staff from all areas of the university to prevent duplication."

So that's what it takes!

From Computing Digest, a newsletter at San Diego State University. "Thanks to the efforts of staff, faculty and University Computing Services' local systems and operations members the CSERCS Sunsite computer is no longer in operation." Congratulations, all!

News item in Showcase, a paper serving Jacksonville, Fla.:

"Illinois College, the small liberal arts college in downtown Jacksonville, stands out as a giant among the state's larger colleges and universities in its commitment to diversity."

"This is one of the conclusions that can be drawn from the rankings of the nation's largest college and university endowments featured in the Feb. 12 issue of the 'Chronicle of Higher Endowment.'"

Watch for its sister publication, *The Chronicle of Major Annual Gifts*.

From a professor's obituary in The Seattle Times:

"He received his bachelor's and master's degrees in electrical engineering at Stanford University while playing clarinet in local dance bands."

Stanford was a lot more lenient in those days.

The campus food services at Indiana University at Bloomington have a four-headed:

BACK CLEANING SUPPLIES
RECOGNITION

with which one can order "highly concentrated tissue additive," "lime scale remover," and "heavy duty degreaser."

Advance Notes, a paper about the now Alumni and Development Systems software at Duke University, tells us:

"The system includes many features designed to make the maintenance and inquiry functions easy to use. These include:

"the ability to look up the identity of a constituent by name, by using part of their name, by oil or by an alternate id; . . ."

Computers know everything about people, these days. —C.O.

In Brief**Campus holds service after cross burning**

ALBOMARNE, PA.—More than 2,000 people attended a candlelight prayer service on the campus of Bloomsburg University of Pennsylvania tonight following a cross burning here.

Earlier this month a two-foot-tall cross made of twigs and rags was found burned on the steps of the institution's main administration building. Police are investigating the incident.

University officials have sent a letter to all students and employees expressing their outrage over the incident and saying the institution will not tolerate racial intimidation or harassment. About 4 percent of the university's 7,600 students are black.

The prayer service, planned by two campus ministers, was intended to unite the community against racism, a university spokesman said.

**Community-college dean resigns amid charge**

HUNTINGTON BEACH, CA.—Top administrator of a community college's satellite campus has announced his resignation amid investigation into charges that sexually harassed his employees.

George P. McLean, who has been at the Huntington Beach satellite campus of Orange Community College for two years, has been accused since last month, when he applied for a complaint with Coastal Community College District. The complaint is filed by faculty members—none were a man—a district official said.

The district has agreed to pay him \$72,000 while it reviews his leave until his resignation becomes effective.

Two employee unions called the pay arrangement, asking Mr. McLean to resign instead without further compensation. The district dropped its investigation into Mr. McLean's resignation after he announced his resignation; the union urged that the district continue the inquiry.

Crowdad fraternity sparks riot at Berkely

BERKELEY, CAL.—About 100 people went on a bender last night down Berkely's best-known thoroughfare after hundreds turned away from a crowded dance floor at the center of a small park in the city, next to the house where William lived for the last 18 years of his life.

The department said an investigation of the university had revealed a "statistically significant difference" between the rates at which black and white applicants for clerical positions were offered employment. The university also will now offer jobs to about 60 of its applicants.

Professor donates statue of Walt Whitman to city

CAMDEN, N.J.—A Rutgers University professor is putting the finishing touches on a larger-than-life sculpture of Walt Whitman that will commemorate the poet on the 100th anniversary of his death. "Whitman With Butterflies," was created by John J. Giannotti, chairman of the department of art and history at the university's campus. The sculpture will stand in the center of a small park in the city, next to the house where Whitman lived for the last 18 years of his life.

From a professor's obituary in The Seattle Times:

"He received his bachelor's and master's degrees in electrical engineering at Stanford University while playing clarinet in local dance bands."

Stanford was a lot more lenient in those days.

University doctor must return \$250,000

CINCINNATI.—A Hamilton County judge last week ordered the former chairman of the University of Cincinnati's Department of Orthopaedic Surgery to return about \$250,000 to a company set up by orthopedic surgeons at the university to support their private practices.

University officials had accused Carl Hopson of writing a check for \$100,000 himself on the company's account and writing other checks to himself and to a company he owned.

Dr. Hopson resigned in January as chairman of the department and as head of the university's Orthopaedic Development Foundation. University officials are investigating foundation issues of Dr. Hopson's to a company he owned.

For the seventh year, Trinity students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a community-health clinic and the local public school.

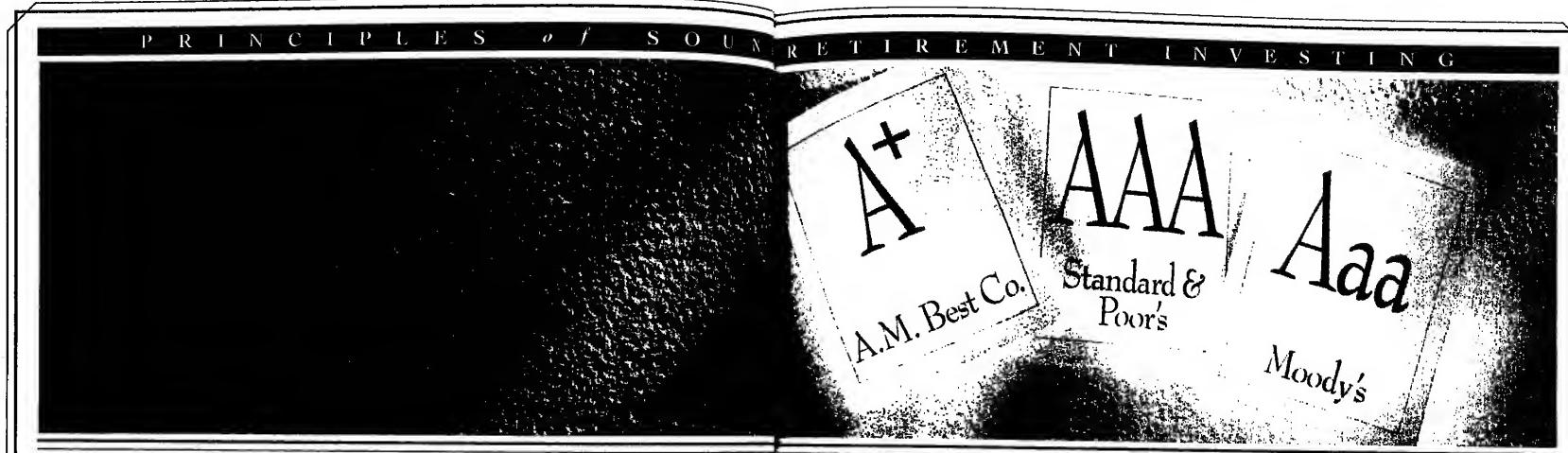
Students passed out leaflets before last week's Florida presidential primary urging voters to choose candidates who would improve the employment conditions of migrant workers.

For the seventh year, Trinity

students traveled here to work with migrant farm workers who

have come to the United States to work.

Students spent spring break in the fields picking ferns for 19 cents a bunch. The students also worked in a



BEFORE TRUSTING YOUR FUTURE TO ANY COMPANY, ASK FOR SOME LETTERS OF REFERENCE.

© 1992 Teachers Insurance and Annuity Association/College Retirement Equities Fund.

You put more than just your savings into a retirement company. You put in your trust and hopes for the future, too. So before you choose one, ask some questions. How stable is the company? How sound are its investments? How good is its overall financial health?

WHERE DO YOU TURN FOR ANSWERS?

A good place to start is with three independent analysts of financial companies: A.M. Best Co.; Standard & Poor's; and Moody's Investors Service. Their ratings

are widely recognized as reliable indicators of how strong a company really is. Of fewer than six companies, out of 200 nationwide, that received these highest marks.

IN THE FINAL ANALYSIS, TIAA IS LETTER-PERFECT.

TIAA received A+ from A.M. Best Co., AAA from Standard & Poor's, and Aaa from Moody's Investors Service. These ratings reflect TIAA's reliable claims-paying ability, exceptional financial strength, superior investment performance and low expenses.

And TIAA—with its guaranteed rate of return and opportunity for dividends—

**Ensuring the future
for those who shape it.™**



CREF annuities are distributed by TIAA-CREF Individual and Institutional Services, Inc.

than 70 years of experience serving the education community. For over one million people nationwide, the only letters to remember are TIAA-CREF.

SEND NOW FOR A FREE RETIREMENT INVESTMENT KIT.

Mail this coupon to: TIAA-CREF, Dept. QC, 750 Third Avenue, New York, NY 10017. Or call 1800-842-2733, Ext. 8016.



Name (Please print) _____

Address _____

City _____ State _____ Zip Code _____

Institution (Full name) _____

Title _____ Daytime Phone () _____

TIAA-CREF Participant

Yes

No

If yes, Social Security # _____

CH

Scholarship

U.S. Agency Proposes Trial-Like Hearings to Judge Cases of Scientific Misconduct

Reorganization of federal offices that investigate fraud charges is also planned

Engineers who are building the world's largest particle accelerator, the \$8.25 billion Superconducting Supercollider, say extensive testing of all of the collider's prototype superconducting magnets has uncovered no problems and indicates that they will perform better than anticipated.

At a recent technical meeting in New Orleans, Joseph R. Cipriano, manager of the project, told the gathering that "every single one of the magnets tested has exceeded, by a substantial margin, its design requirements."

Such performance is critical to the success of the project, located 35 miles south of Dallas, since all of the nearly 1,000 magnets that will direct and focus the supercollider's proton beams must operate perfectly for the accelerator to work.

Thomas O. Bush, head of the supercollider's magnet-systems division, said the prototype magnets, which were built at the Fermi National Accelerator

Laboratory in Batavia, Ill., and the Brookhaven National Laboratory in Upton, N.Y., have also shown no adverse effects after being subjected to "accelerated aging tests" designed to simulate the stresses they would experience over 10 to 15 years of operation.

Mr. Bush said the prototype magnets were being assembled at the SSC Laboratory in Dallas so engineers could determine how a family of them perform in unison. "A 'string test,'" he said, is scheduled to begin in August and to be completed by the end of September.

The outcome of that test will be critical to the supercollider's future, since Congress has demanded that the laboratory not move forward with industrial production of the magnets until a successful completion of the string test.

"From a technical point of view, we don't care if the string test is a major obstacle," Mr. Bush said.

That's good news to the supercollider's manager, who said that any slippage in the project's 1999 completion date would prove costly. "We estimate that it will cost \$1 million for every day we're late," Mr. Cipriano said.

Scientists at Columbia University are setting up portable satellite receivers in more than 20 Pacific Islands this month to determine, for the first time, the mysterious movements of the Philippine Sea Plate, a portion of the earth's crust responsible for some of the most powerful earthquakes.

The satellite receivers will be used to pinpoint the locations of the islands to within a few centimeters. The relative movement of the islands, which include Guam and Samoa, over the next two years will provide scientists with clues to why earthquakes are so frequent along the plate's boundaries—in Japan, the Philippines, and the Mariana Islands.



Nicholas H. Steenck, the panel's chairman: "We don't want to make more work for universities, but we want to raise the stakes if they are not doing their job properly."

Scientists Report Discovery in Southern Africa of Remains of a New Species of Hominid

Scientists working in southern Africa say they have found the fossilized remains of a new species of hominid, a group that includes the great apes, gibbons, and humans and their immediate ancestors.

The discoverers named the new species *Australopithecus bahrelghazali*, in recognition of Namibia, Africa's newest independent nation.

In the March 12 issue of *Nature*, Glenn C. Conroy, a professor of anatomy, neurobiology, and anthropology at Washington University in St. Louis, and his colleagues estimate that the fossil, comprising part of a jaw and several teeth, is from 12 million to 14 million years old, placing it in the geological period known as the Miocene. The researchers say the fossil provides

the first evidence that a pre-*Australopithecus* hominid ranged south of Kenya and Uganda on the African continent. *Australopithecus* is the name of a genus with primitive human characteristics that roamed southern Africa from four million until one million years ago.

Most paleontologists believe that the genus was the most immediate ancestor of the genus *Homo*, which includes modern humans.

Until now, no member of the hominid family from the Miocene can had been found south of equatorial Africa. From their analysis of the fossil, Mr. Conroy and his colleagues conclude that it is unlike any other Eurasian or African hominid fossil of that era.

—CHRIS RAYLOR

By DAVID L. WHEELER
BETHESDA, Md.

The Public Health Service has proposed sweeping changes in how it would investigate cases of scientific misconduct.

Scientists with grants from the National Institutes of Health, who are charged by a government with research fraud, would offer trial-like hearings before a appeals board, under a proposal final agency.

The proposal would cover universities and government researchers supported by the National Institutes of Health, the Centers for Disease Control, and the National Institute of Drug Abuse, and Mental Health Administration, all of which fall under the agency.

The agency has also proposed a reorganization of the offices that investigate scientific misconduct.

Agency lawyers have said they would like subpoena power to compel mandatory witnesses to testify at the hearings.

At present, only scientists fighting agency decisions to cut them off from federal research money are offered a hearing. Under the proposed change, details which have yet to be worked out, researchers who could be sanctioned by the federal government for scientific misconduct would have an opportunity to defend themselves at hearings.

The hearings, Mr. Hallum said, "will make it easier for us to be perceived as an investigative office."

Barbara Mishkin, a lawyer who has represented scientists defending themselves against misconduct allegations, also praised the proposal for hearings. "If we have an opportunity to really respond to the evidence, this would be a major advantage," she said.

Chris Pascal, a lawyer for the Public Health Service, said that before a hearing, the agency would send a studied scientist a notice detailing the charges against him, the basis for the charges, and the proposed sanctions. The scientist, he said, could either accept the government's decision or request a hearing.

The hearing would be conducted by a "scientific integrity adjudication panel." The panel would be headed by a hearing officer, who would come from elsewhere in the Department of Health and Human Services.

The officer would not be a judge but would have experience in running similar hearings. The hearing officer could appoint up to two scientific experts to serve on the panel.

The hearing, Mr. Pascal said, would be informal, not based on any written rules, but it would have some elements of a trial. Public Health Service lawyers would act as prosecutors and present the government's evidence, all of which would be available ahead of time to the accused scientist.

The agency lawyers, and the accused scientist or his lawyer, could make opening and closing statements, introduce expert witnesses, and cross-examine witnesses. Witnesses would not take oaths, but the Public Health Service could prosecute anyone who lied at the hearing.

Unlike an appeals court, which might review only portions of a case, the panel

the Office of Research Integrity Assurance.

The changes are intended to answer concerns expressed by lawmakers, who have doubted whether the institutes, which distribute federal money for biomedical research, should also be in charge of investigating misconduct in that research.

A "Wonderful Improvement"

The proposed changes, particularly the move to hearings, have drawn generally favorable responses.

Jules V. Hallum, director of the Office of Scientific Integrity, told the advisory board that he thought the hearings would be a "wonderful improvement."

Mr. Hallum said his office was perceived as acting both as the prosecutor and the judge in fraud cases, even though its recommendations are scrutinized by another office, the Office of Scientific Integrity Review. (The Assistant Secretary for health is the Department of Health and Human Services, who is also the head of the Public Health Service, makes the final decisions on misconduct findings.)

The hearings, Mr. Hallum said, "will make it easier for us to be perceived as an investigative office."

Barbara Mishkin, a lawyer who has represented scientists defending themselves against misconduct allegations, also praised the proposal for hearings. "If we have an opportunity to really respond to the evidence, this would be a major advantage," she said.

Chris Pascal, a lawyer for the Public Health Service, said that before a hearing, the agency would send a studied scientist a notice detailing the charges against him, the basis for the charges, and the proposed sanctions. The scientist, he said, could either accept the government's decision or request a hearing.

The hearing would be conducted by a "scientific integrity adjudication panel."

The panel would be headed by a hearing officer, who would come from elsewhere in the Department of Health and Human Services.

The officer would not be a judge but would have experience in running similar hearings. The hearing officer could appoint up to two scientific experts to serve on the panel.

The hearing, Mr. Pascal said, would be informal, not based on any written rules, but it would have some elements of a trial. Public Health Service lawyers would act as prosecutors and present the government's evidence, all of which would be available ahead of time to the accused scientist.

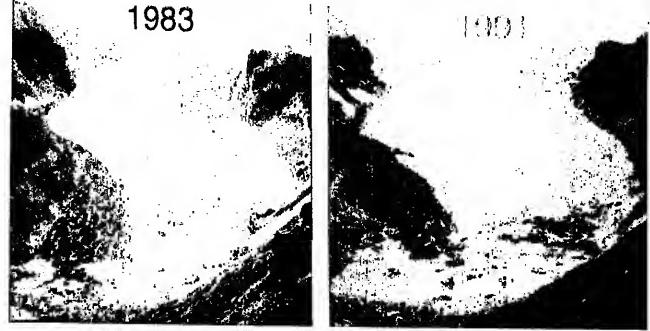
The agency lawyers, and the accused scientist or his lawyer, could make opening and closing statements, introduce expert witnesses, and cross-examine witnesses. Witnesses would not take oaths, but the Public Health Service could prosecute anyone who lied at the hearing.

Unlike an appeals court, which might review only portions of a case, the panel

Continued on Following Page

RESEARCH NOTES

- Study indicates recent, rapid warming in tropical regions
- Forgiveness sold to be a key theme in O'Neill's dramas
- Historian studies Indians' captivity in colonial Argentina
- Cause of stroke shown more common in younger blacks



Qori Kella, a high-altitude glacier in Peru, has recently been retreating at a rate of about 46 feet a year. Photograph on left shows Qori Kella in 1983; on right, the glacier in 1991. (PHOTOGRAPH BY ANDREW SACHAR FOR THE CHRONICLE)

Studies of ice on tropical and subtropical mountains and plateaus indicate that recent and rapid warming has taken place in those regions, says a researcher at Ohio State University.

John G. Thompson,

an associate professor of geological sciences and a research scientist at Ohio State's Byrd Polar Research Center, told a Senate committee that he had found two forms of evidence that the climate is warming in the mid-latitudes.

Mr. Thompson told the Committee on Commerce, Science, and Transportation that he had studied core samples taken from high-altitude ice in South America, China, and Kirgizia, a former republic of the Soviet Union.

Those samples show, Mr. Thompson said, that the average annual temperature in those areas has gone up at least 1.8 degrees Fahrenheit over the last 50 years.

Mr. Thompson also found that a major high-altitude glacier in southern Peru, known as the Qori Kella, had been retreating at a rate of about 46 feet a year for the last four years. That rate, he said, is three times as fast as the glacier's annual retreat from 1963 to 1978. Mr. Thompson has submitted the details of his findings to several journals.

The hearing, Mr. Pascal said, would be informal, not based on any written rules,

but it would have some elements of a trial. Public Health Service lawyers would act as prosecutors and present the government's evidence, all of which would be available ahead of time to the accused scientist.

The agency lawyers, and the accused scientist or his lawyer, could make opening and closing statements, introduce expert witnesses, and cross-examine witnesses. Witnesses would not take oaths, but the Public Health Service could prosecute anyone who lied at the hearing.

Unlike an appeals court, which might review only portions of a case, the panel

was including himself among those who needed forgiveness.

In that play, O'Neill wrote not only with forgiveness, but also about Mr. Costello notes. *Long Day's Journey*, he says, is full of confessions, which, in the tradition of O'Neill's Catholic background, are implicit requests for forgiveness. As the drama progresses, the Tyrones repeatedly ask for or offer forgiveness, but with a less-than-satisfactory outcome. O'Neill wrote that the play ends with the family "forgiving but still doomed never to be able to forget."

O'Neill, Mr. Costello notes, was dying as he wrote the final version of *A Moon for the Misbegotten*, first produced in 1957, four years after the playwright's death. Junie Tyrone, the older son of the Tyrone family, whose four members—mother, father, and two grown sons—mirror those of O'Neill's own.

In the current (December) issue of *Modern Drama*, Donald P. Costello notes that, in dedicating the original manuscript of *Long Day's Journey* to his wife Carroll in 1941, O'Neill says he wrote the play "with pity and understanding and forgiveness for all the four haunted Tyrones." The italics make it clear, Mr. Costello argues, that O'Neill

is in search of forgiveness. But this play reaches a more satisfying conclusion, Mr. Costello says. Six times in the third and fourth acts, Junie Tyrone, the older son of the Tyrone family, whose four members—mother, father, and two grown sons—mirror those of O'Neill's own.

At the end of *A Moon for the Misbegotten*, Mr. Costello writes, Junie Tyrone achieves a peace that no other O'Neill character ever feels.

—ELLEN K. COUGHLIN

Spanish settlers taken captive by Indians in colonial Argentina were overwhelmingly female and principally people of rural origins, says an Emory University historian.

In the current (February) issue of the *Hispanic American Historical Review*, Susan Migenes Socolow notes that, in the early contact between Europeans and Indians in the Americas, tension and conflict often led to the mutual taking of captives. While the history of British-Indian contact contains a great deal of evidence concerning British set-

tlements taken captive by Indians in colonial Argentina were overwhelmingly female and principally people of rural origins, says an Emory University historian.

In the current (February) issue of the *Hispanic American Historical Review*, Susan Migenes Socolow notes that, in the early contact between Europeans and Indians in the Americas, tension and conflict often led to the mutual taking of captives. While the history of British-Indian contact contains a great deal of evidence concerning British set-

Eugene O'Neill: His family relationships were troubled, and the need for forgiveness became a lifelong obsession, a scholar says.

Continued on Page A11

IN PERSPECTIVE

Ready to Learn

A MANDATE FOR THE NATION

Ready to Learn: A Mandate for the Nation. Ernest L. Boyer. January 1992. Examines development and informal years before children enter school. Includes results of a National Survey of Kindergarten Teachers, 1991, and offers a seven-step strategy for ensuring that all children are well prepared for school. \$8.00.

Scholarship Reconsidered

PRIORITIES OF THE PROFESSORIATE

Scholarship Reconsidered: Priorities of the Professoriate. Ernest L. Boyer. December 1990. Proposes redefining faculty "scholarship" as discovery, integration of knowledge, teaching, and service. With historical overview and statistical data. \$8.00

The Learning Industry: Education for Adult Workers. Nell P. Euri. January 1991.

A comprehensive survey of job-related adult learning programs offered by business, labor unions, government, and the military, as well as by traditional educational institutions. Foreword by Ernest L. Boyer. \$25.00 hardcover, \$10.00 paperback.

Tribal Colleges: Shaping the Future of Native America. The Carnegie Foundation for the Advancement of Teaching. November 1989.

Indian colleges and their increasingly significant role in renewing Native American communities. Based on a two-year study and campus visits, with a ten-point action plan. \$8.00

The Condition of Teaching: A State-by-State Analysis, 1990. The Carnegie Foundation for the Advancement of Teaching, November 1990.

A comprehensive technical report of findings of The Carnegie Foundation 1990 National Survey of Public School Teachers. \$12.00

The Condition of the Professoriate: Attitudes and Trends, 1989. The Carnegie Foundation for the Advancement of Teaching, December 1989.

A comprehensive technical report based on The Carnegie Foundation's survey of more than 5,000 faculty members. Included are many questions from previous surveys, providing longitudinal data, as well as new questions about campus community, students, tenure, and retirement. An analysis of the data by Ernest L. Boyer highlights three issues that vividly define the optimism and the concern of the professoriate today. \$12.00

College: The Undergraduate Experience in America. Ernest L. Boyer. February 1987.

A policy report based on extensive surveys of students and faculty members, thousands of hours of interviews and observations on representative campuses, and a review of important major evaluations of colleges by education authorities. The epilogue is presented as "A Guide to a Good College." \$9.95 (add \$3.00 for orders filled). Harper-Collins Publishers, P.O. Box 1580, Hagerstown, MD 21741. (800) 638-3030. Institutional/bookstore orders: (800) 242-7737.

The Academic Life: Small Worlds, Different Worlds. Burton R. Clark. September 1987.

An examination of the professoriate in American colleges and universities that draw heavily on systematic site visits and interviews at representative institutions. \$18.50

Corporate Classrooms: The Learning Business. Nell P. Euri. April 1985.

An examination of college-equivalent programs offered by corporations in the United States. Includes history, description of curriculum and methods, and information on programs leading to academic degrees. \$8.00

Scholarship and Its Survival: Questions on the Idea of Graduate Education. Jaroslav Pelikan. December 1983.

An exploration of issues in graduate education, with a foreword by Ernest L. Boyer. \$6.50

The Control of the Campus: A Report on the Governance of Higher Education. The Carnegie Foundation for the Advancement of Teaching. October 1982.

Proposes a new framework to encourage the nation's colleges and universities to govern themselves more effectively, protecting campus integrity while providing for public accountability. \$6.50

A Quest for Common Learning: The Aim of General Education. Ernest L. Boyer and Arthur Levine. April 1981.

Essay released at the University of Chicago colloquium on general education which provides new perspectives on general education. \$6.50

AVAILABLE FROM:
Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648
Bulk order discounts 10-30 percent

(609) 896-1344

**THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING**
A policy center devoted to strengthening American education
3 Ivy Lane, Princeton, NJ 08540 (609) 452-1780



Campus Life

IN SEARCH OF COMMUNITY

Choosing A College President

OPPORTUNITIES AND CONSTRAINTS

Hearings to Judge Misconduct Cases Proposed by U.S.

Continued From Page A9
would make a completely independent judgment based on the facts, on how they applied to the definition of misconduct, and on how severe the sanctions should be, Mr. Page said.

The proposed changes have been criticized for possibly undermining the law that prohibits scientific misconduct from being investigated.

Under the present arrangement, the Office of Scientific Integrity Review checks the findings of the Office of Scientific Integrity for the sanctions that it recommends. Under the new proposal, the review office would probably suffice itself to setting general policies.

Cases in which government investigations, or reviews of university investigations, did not find

All researchers who could be sanctioned by the government for misconduct would have an opportunity to defend themselves at a hearing

misconduct would not receive additional scrutiny.

Mr. Iuliano of the Office of Scientific Integrity said that while scrutiny, the proposed system would be unable to detect some investigations. "I could be a whitewash business," he said.

Punishments Considered

Members of the Office of Scientific Integrity advisory panel, most of whom are involved with universities, considered ways to make sure misconduct did not occur in college or university investigations, but could not decide what was suggested that while most would be given the right to even hearings, but the idea was dropped, in part because it seemed to lack a legal precedent. Audit university inquiries—a preliminary stage that determines if a follow-up investigation is necessary—were also rejected as too onerous.

Mr. Hallinan said that the punishment the government can use against universities that conduct poor investigations or drop out of scientific fraud cases was so severe that it would need to be used. The Public Health Service could cancel a university's research grants, financing, but Mr. Hallinan said that would be like "swatting a hornet's nest."

The advisory committee recommended the Public Health Service to consider other punishments that might be used when universities don't investigate scientific fraud adequately.

"We don't want to make

four scholars have been honored by the association for outstanding research and teaching in classical studies.

Wen-Bin Hansen, California State U., Eric J. Kress, Cornell University; Robert A. Lester, U. of Chicago—Guardian of Languages: The Oratorian and Michael Poliakoff, Antiquity (University of California Press), outstanding publications.

Michael Pollinsek, Hillsdale College; ex-

cellence in teaching.

Scholarship

Research Notes

Continued From Page A9
age to one of the major causes of strokes—spontaneous bleeding in or near the brain.

Joseph P. Broderick, a professor of neurology at the University of Cincinnati Medical Center, and colleagues there examined 3,233 medical records entered in 1988 from a five-county area near Cincinnati. The scientists searched for symptoms that might be due to bleeding in the part of the brain known as the cerebellum and in the space containing the fluid that encircles around the brain and spine.

Almost half of all deaths from stroke that occur in younger and middle-aged people are due to such hemorrhages, known as intracranial and subarachnoid hemorrhages.

The researchers excluded hem-

orrhages caused by injuries and found 266 patients with the appropriate hemorrhages.

The scientists reported their results in the March 12 issue of *The New England Journal of Medicine*.

They found that blacks under the age of 75 were 2.3 times as likely as whites in the same age group to suffer from a hemorrhage in the cerebrum. But among blacks over the age of 75, the risk of such a hemorrhage fell to one-fourth of that elderly whites.

The risks of a hemorrhage into the cerebrospinal fluid were higher in blacks of all age groups than in whites. Blacks were 2.1 times as likely as whites to suffer from such a hemorrhage.

The researchers said they were not sure why blacks suffered from

more of the hemorrhages than whites.

All brain hemorrhages in the study were confirmed by the imaging technique known as CT scans, or by autopsies in cases where the patients died.

The scientists said their findings did not appear to have been skewed by the methods they used to find patients with the hemorrhages.

Blacks have been found in previous studies to be less likely than whites to seek medical help for chest pain. If blacks are also less likely to see a doctor after experiencing stroke symptoms, the researchers said it would tend to exaggerate the racial differences they found, not weaken them.

—D.L.W.



AWARDS

College Art Association

CHICAGO

At its annual meeting, the association honored 11 artists and art historians for outstanding contributions to the discipline.

Elizabeth Bache, editor in chief, *Art in America*; leadership in publishing.

Patricia P. Dickey, Director of Art Programs and Fellowships, The Andrew W. Mellon Foundation; book in the History of Art.

Robert L. Faggen, Professor of Art History, University of North Texas; distinguished scholarship and conservation.

Virginia Jackson, U. of North Texas; distinguished teaching of art.

Rupert Starke, San Jose State U.; distinguished teaching of art.

Shelly M. Gunderson, U. of California at Los Angeles, and Eileen Hartney, New York; distinguished teaching in art and architectural criticism.

Ann Hamilton, Columbus, Ohio; "Dramatic Installation at the Wexner Center, Columbus, Ohio"; leadership in exhibition, presentation, or performance.

U.S. Conservation Fund; "Conservation Development-Beginnings," New York.

U.S. Conservation Fund; "Conservation Development-Beginnings," New York.

Joseph Beuys, Westphal U.—Frank Lloyd Wright's Holly Temple and Architecture for the Environment in Memphis, 1985-1990; "Art Reaches the People," book appearing in the association's schedules.

Juli Brown Turett, Skystone Foundation, Pleasant, Ariz.; "Rule Without Experience," Des Moines Art Center and University of New Mexico Press; distinguished catalogues in the history of art.

John C. H. Staub, University of

Be was after solitude. You want solutions. And you'll find them on the road that IA is traveling. We are at the forefront of mainstream, proven technology, delivering solutions that directly support successful institutional strategies.

Our singular focus on your needs is sharpened by the insights of professionals with more higher education administrative experience than anyone else in our industry.

That's why, today, nearly 600 institutions, 600,000 administrators and faculty, and 4,500,000 students are

traveling with us on a clear and steady migration path.

So if you're searching for higher education information solutions and you've reached a fork in the road, call IA at 716-467-7740. We can make all the difference. ■

INFORMATION ASSOCIATES®

A subsidiary of Dun & Bradstreet Software

The value of expertise.

NEW SCHOLARLY BOOKS

*Continued from Previous Page**Within Landed Society, 3403-3409, by**Christine Carpenter (Cornell University Press; 208 pages; \$31.95). Illustrates**the family, economic, and political life of the**Henry of the central English county.**Reassessing the American Economic**Experience Since the Civil War,* by*Jay R. Mandle (Duke University**Press; 208 pages; \$31.95). A study of black**American economic history.**The Politics at Project Reconstruction:**The Unionists in West Germany,* by*Dennis Shirley (Harvard University**Press; 206 pages; \$31.95). Describes the**political and intellectual school**near Heidelberg founded by the**education reformer Paul Celan;**shows how Celan's ideas led him**to opposition in his dealings with Nazi**education policy.**The Politics of Race, Labor, and**Family in Jamaica and Britain, 1882-**1898, by Thomas C. Holt (Johns Hopkins University Press; 128 pages; \$35).**Explores the meaning and reality of freedom**for Afro-Jamaicans from emigration in**the United States.**Red City, Blue Period: Social Movements**in Picasso's Barcelona, by Tom Burns (Princeton University Press; 206 pages; \$30).**Discusses the Spanish city's**civic culture from 1886 to 1939.**Religious Reinterpretation of Nationalism:**The Lower Yenoz Region, 1840-1860,* by*Kathryn Beauchamp (Stanford University Press; 244 pages; \$37.50).**Shows the religious changes among peasants, landlords, and the Chinese state in the lower Yenoz valley during the century.**The Speaker of Democracy: The Rise of**Modern Democracy as Seen in Its De-**bate, by John Adams (Cornell University Press; 249 pages; \$45).**Sets the political thought of John Adams, Alex-**ander Hamilton, and James Madison**in the context of the debate over**political franchise extension in**France, Germany, and the United States.**Government and Foreign Policy in**Russia, 1800-1854, by David MacLennan McEachern (Cornell University Press; 339 pages; \$35).**Traces the impact of the**Russo-Japanese War on Russian for-**eign policy and domestic politi-*

HISTORY OF SCIENCE

*The Meaning of Evolution: The Morpholog-**ical Coordinates and Ideological Resem-**blance of Darwin's Theory, by Robert**Richardson (Princeton University Press; 201 pages; \$35).**Argues that Darwin's**evolution as a progressive process**leading to more advanced forms of life,**is ideologically motivated.**The Organisms and the Order:**The Neo-Lamarckian Tradition in the**Organic Theological Tradition of the Na-**oisesque Century, by Frederick Gregory**(Princeton University Press; 339 pages; \$35).**Shows how leading German**theologians' interest in natural**history influenced their views in Eu-**ropean society, and contrasted with**the views of Immanuel Kant.**The Politics of Science, A Selection, Volume**2: From Warfare to Laboratory, June**1873-March 1874, edited by Robert A.**Shapiro (Johns Hopkins University**Press; 208 pages; \$39.95).**Traces the intellectual origins of the comparative**biological study of language.*

LAW

*Forbidden Grounds: The Case Against Em-**ployment Discrimination Laws, by Rich-**ard A. Posner (Harvard University**Press; 208 pages; \$32.50).**Explores the constitutional**symbolism of speech codes.*

LINGUISTICS

*What Makes Some Patients Dyslexic?**The Neuropsychology of Spelling, Percep-**tion, and Reading, by Reuvan Torsh (Duke University**Press; 188 pages; \$32.50).**Explores the emotional**symbolism of speech sounds.*

LITERATURE

*Caught in the Act: Femininity in the**Nineteenth-Century English Novel, by**Joseph Ljivac (University of California Press; 344 pages; \$35).**Discusses works by Austen, Eliot,**Jones, and Charlotte Brontë.**Dead Secret: Wilkie Collins and the Fa-**vorite Thao, Women's Writing, by**Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows the female**German**and British**literary tradition.**From Bear Street to Bell Atomics:**Women's Writing in Twentieth-Century**England, by Marlin I.S. Martin (The**University Press; 277 pages; \$45).**Compares the situation of the female**writer in England with that of the**writer in America.**Epiphany: The Illusions of the Natural High,**by Murray Krieger (Johns Hopkins**University Press; 188 pages; \$38).**A study of**experience, or the literary visual art.**Feminist Theories, Women's Writing,**by Alison Booth (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in England uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new**space for her writing.**Female Writers, Women's Writing,**by Laurie A. Finke (Cornell University**Press; 208 pages; \$25).**Shows how the female**writer in America uses her**female gender to create a new*

Personal & Professional

Once again the issue of whether learned societies should take sides in the debate over "political correctness" has arisen. And once again it has made some scholars angry. The latest incident involves an article that appeared in the December issue of *Footnotes*, the newsletter of the American Sociological Association. What appeared to be a regular article was actually the full text—including a request for donations—of a statement of principles of "Teachers for a Democratic Culture." The organization was founded last year to combat charges that its slate is dominated by left-wing professors pushing a "politically correct" agenda.

After some readers accused the ASA of appearing to take sides in a highly polarized debate, *Footnotes* published an apology. "In revising the article after publication, I realized that in tone it read more like an 'advertisement' than a news story or open forum letter and that none of the signatures were from sociologists," wrote Michael A. Hickey, the incoming editor, in a note published in the February issue. "Our review process should have caught this beforehand."

Among those who thought it was inappropriate to publish the statement in such a format was the ASA's president, James S. Coleman, a University of Chicago sociologist.

Mr. Coleman is also a member of the advisory board of the National Association of Scholars, which, in the other group's statement of principles, is accused of "endangering education with a campaign of harassment and misrepresentation." Says Mr. Coleman: "It's not the business of learned societies to endorse political positions." Yet, he adds, "we early formed as a affiliated group."

Mr. Coleman says they have been circulating the statement to scholarly groups, and hope professional associations will endorse it.

At least one such group already has. William W. Cook, a Dartmouth College professor who is president of the Conference on College Composition and Communication, says his group's executive committee endorsed the ASA's statement. It is the first to do so as not inclusive, not an exclusive group. "I believe it's quite an appropriate action for learned societies," he says. To do otherwise, he adds, would be "to argue that learning and scholarship take place in ideologically neutral settings."

Last fall the American Association of University Professors was criticized by some members when a special panel issued a statement saying that the AAUP favors stemmer freedom, "inward the growing presence of women and minority group members in academic." The AAUP said the document was a preliminary statement, not official policy.



Discord at a Seminary Sparks Questions About Accreditation

Self-evaluation reflects struggle over academic freedom and theology

By COURTNEY LEATHERMAN

WAKE FOREST, N.C.

The cover of Southeastern Baptist Theological Seminary's self-evaluation report for accreditation features photographs of a graceful chapel, students diligently studying, and a cluster of blooming daffodils.

But the pages inside tell the picture-perfect images of tranquility, revealing instead the conflicts the seminary has had in evaluating itself for its accreditors.

Since 1987, administrators and trustees here have clashed repeatedly with professors over issues of academic freedom and theology. Those battles have led to a nearly complete turnover of the 35-member faculty, a 50-percent drop in student enrollment, and a significant decline in private donations.

In December, the instability led to Southeastern's being put on probation by its regional accreditor. Six months before, it had been sanctioned by the agency that accredits seminaries.

Both Sides Are Dissatisfied

The discrepancy between the report's cover and the turbulence described inside reflects the difficulties that accreditors have had in determining which view is accurate. It also reflects some of the more general problems that regional and theological accrediting agencies confront at religiously controlled institutions when theological stances contradict accrediting standards.

At Southeastern, the roles played by the Southern Association of Colleges and Schools, which accredits entire institutions in 11 Southern states, and the Association of Theological Schools in the United States and Canada, which accredits seminaries and theological schools, have failed to satisfy anyone.

Trustees and administrators here say they want approval from both accrediting groups, but they resent accreditors' questions about matters that they say are strictly between the seminary and the Southern Baptists who control it.

Professors worry that the accreditors have not done enough to protect their academic freedom, and that administrators have manipulated the accrediting process.

4 Statements of Purpose

The accreditors are frustrated. They say they have been thrown into the middle of a religious battle in which both sides want preferential treatment. They point to what they say is the seminary's inability to come to terms with itself: Instead of presenting a single, unified statement of purpose, Southeastern's self-evaluation report offers four.

From all the finger pointing, some

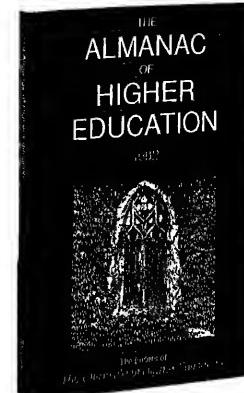
Continued on Page A18



Russ Bush, a seminary vice-president: "Dealing with the internal life of the institution is exactly what trustees in a seminary like this are commissioned to do."



Robert H. Culpiner, a theology professor: "While outwardly paying lip service to the accreditors, [the trustees] were really seeking to do things their own way."



For educators • librarians
researchers • writers

"Virtually any statistic one could need with respect to higher education."*

THE ALMANAC OF HIGHER EDUCATION 1992

AVAILABLE NOW, the latest edition of *The Chronicle's* invaluable *Almanac* in a convenient paperback, containing all the data from the fall 1991 special issue PLUS more recent information.

This unique professional resource—filled with easy-to-read maps, tables, and charts—presents an overview of national indicators of the health and financing of U.S. higher education together with state-by-state reports on key statistics.

Facts and figures from the *Almanac* supplement include:

- Average pay—lecturers through full professors and administrators
- Faculty distribution by rank and age
- Enrollment, percentage of minority groups
- Test score averages by sex, race, and ethnic groups
- Degrees conferred
- Characteristics of students
- Financial aid
- Revenues, expenditures, endowments
- Average tuition

Additional information includes:

- Results of the 1991 state elections, noting changes in governors and changes of educational policies
- Comprehensive statistics on enrollment by race at 3,100 colleges and universities

\$18.95 paperback



Act now to ensure your copy of this essential reference book. Previous editions sold out early! Here's why:

■ "One of the best and most current sources of U.S. higher education data may be found in this excellent compilation. Virtually any statistic one might need with respect to higher education is provided in the national and state-by-state profiles."—Jerry D. Flack, *American Reference Book Annual*

■ "Data are clearly presented in a format that will make them easily accessible to all levels of higher education users."—Choice

■ "A well-designed *Almanac* that will save research time... Especially useful for people who are preparing speeches or papers."—Booklist

ORDER FORM Please mail orders to: THE UNIVERSITY OF CHICAGO PRESS
1200 South Langley Avenue
Chicago, IL 60628

Please send me _____ copies of THE ALMANAC OF HIGHER EDUCATION, 1992 (0-226-18457-9) at \$18.95 per copy.

Shipping and handling: please add \$2.00 for the first book and \$7.50 for each additional book. Customers outside the U.S. should add \$3.00 for the first book and \$7.50 for each additional book.

TOTAL ORDER \$_____

Sales Tax (IL addresses, 8%) \$_____

Shipping and handling \$_____

Check or money order enclosed

Charge: MasterCard VISA

Credit card number:

Expiration date _____ Telephone number (including area code) (_____) _____

SIGNATURE: _____

SHIP TO:

Name: _____

Institution: _____

Address: _____

City / State: _____ Zip Code: _____

Fax orders: Purchase orders and individual orders charged to Visa or MasterCard may be sent by Fax to: 312-660-2235

SAT100

THE UNIVERSITY OF CHICAGO PRESS

Discord at a Baptist Seminary Sparks Questions About Accreditation

Continued From Page A16

broaden questions about accreditation have emerged.

■ Are accrediting groups set up to deal with the special needs of seminaries and religious institutions, particularly when theological debates are involved?

■ How should accreditors deal with academic freedom—or the lack of it—at a seminary?

Struggle Over Theology

Like everything else here, the answers to these questions depend on one's theological perspective.

Says Nancy T. Ammerman, an associate professor of the sociology of religion at Emory University: "The issue here is between two different understandings of what seminary education is."

Adds Ms. Ammerman, the author of a 1990 book, *Baptist Battles: Social Change and Religious Conflict in the Southern Baptist Convention*: "Those for whom regional and theological accreditation is very important live in a world and want their graduates to

live in a world that recognizes certain credentials outside the bounds of sectarian credentials."

Religious feuding hit Southeastern five years ago, when theologically conservative trustees gained control of the board and began to reshape the institution's mission dramatically. Similar events have divided the Southern Baptist Theological Seminary in Louisville, where two more professors last week resigned, joining an exodus that began a few years ago.

Such battles have marked the Southern Baptist denomination for more than a decade. The struggle is over issues of theology between more-conservative Southern Baptists, who believe the Bible is inerrant and infallible, and less-conservative members of the denomination who believe the Bible is inspired by God but open to interpretation. Although they eschew such labels, the former are often called fundamentalists and the latter liberals.

The debate has prompted Southeastern's accrediting problems.

The seminary, which sought regional accreditation because it

wanted to attract more students, gained it in 1978. Three years ago, however, it was warned it could be put on probation by the Southern Association. It was, after the theological group, which has accredited its governing board, even though that practice was unauthorized by the seminary's founding churches. Westminster protested to the Education Department, and Middle States backed down.

Officials of the Southern Association, however, don't plan to back down at Southeastern, James T. Rogers, executive director of the Southern Association's commission on colleges, bristles at the suggestion that his group is impudently assessing the seminary. He notes that Southeastern solicited the accrediting agency for recognition, not the other way around. "They have to decide: Do they want to have that recognition badly enough to conform to the requirements?" he asks. "Apparently they made that decision when they decided to come under our umbrella."

The regional group requires institutions to adopt an academic-freedom statement appropriate to its mission, along with due-process procedures. The theological group recommends but does not require such a statement. Neither accreditor is concerned with Southeastern's theological stance. Says

Personal & Professional

Daniel O. Aleshire, associate director of the Association of Theological Schools: "If an institution wants to position itself differently, theologically, that can be done. He adds, "Changing is not a problem, but the implications of it, faculty can be."

Subtle Pressure on Freedom

Many professors here say trustees weren't worried about those implications. "While it was broadly interpreted, the wardy way lip service to the creditors, they were really told to do things their own way," says Robert H. Culpepper, a theology professor who heads an Atlanta Association of University Presidents chapter here. He says the university is still the seminary as it was in 1958, issued a

the seminary since 1958, issued a severe sanction of its own.

The self-evaluation report was prepared for both accrediting groups. Both have cited the campus for, among other things, trustee interference in day-to-day operations, campus turmoil that diverted attention from educational activities, and a lack of long-range planning and institutional research.

Since 1988, four special teams from the regional group have reviewed the campus to investigate the turmoil there. Another will visit the seminary next month for its 10-year review. The theological group issued a special report in 1988, required a special report during the last two years, and last month visited for its 10-year review.

Despite the frequent oversight,

trustees, administrators, and professors sympathetic to Southeastern's new focus question how much the accreditors really understand about seminaries. They ask whether the standards used—particularly by the regional group—are appropriate for assessing a seminary with a strong denominational tie and a limited view of academic freedom.

Says Roger W. Ellsworth, chairman of Southeastern's governing board: "I can't say I'm convinced that the Southern Association really understands theological education within a confessional setting."

He and the seminary's administrators are frustrated that the regional group has cited trustees for their involvement in faculty searches, which the agency says should be the primary responsibility of the faculty.

Comparison With Westminster

L. Russ Bush, vice-president for academic affairs, believes such concerns apply to public universities, where trustees appointed for political reasons could potentially corrupt the faculty hiring process.

But at Southeastern, he says, "these trustees were chosen us representatives of the [Southern Baptist] Convention from a doctrinal standpoint." As a result, he says, "dealing with the internal life of the institution is exactly what trustees in a seminary like this are commissioned by their elected body to do."

Mr. Bush compares Southeastern's difficulties to problems that Westminster Theological Seminary had with the Middle States Association of Colleges and Schools. That agency cited Westminster for not having women in

to see that theological integrity is established in this institution as rapidly as possible."

Many professors here saw that as the start of a witch hunt in which administrators would test the faith of professors.

Southeastern has always required professors to sign a statement of faith, but it does not mention biblical inerrancy, and professors who worry that it was broadly interpreted, were really told to do things their own way," says Robert H. Culpepper, a theology professor who heads an Atlanta Association of University Presidents chapter here. He says the university is still the seminary as it was in 1958, issued a

severe sanction of its own.

The self-evaluation report was prepared for both accrediting groups. Both have cited the campus for, among other things, trustee interference in day-to-day operations, campus turmoil that diverted attention from educational activities, and a lack of long-range planning and institutional research.

Since 1988, four special teams from the regional group have reviewed the campus to investigate the turmoil there. Another will visit the seminary next month for its 10-year review.

Despite the frequent oversight,

trustees, administrators, and professors sympathetic to Southeastern's new focus question how much the accreditors really understand about seminaries. They ask whether the standards used—particularly by the regional group—are appropriate for assessing a seminary with a strong denominational tie and a limited view of academic freedom.

Says Roger W. Ellsworth, chairman of Southeastern's governing board: "I can't say I'm convinced that the Southern Association really understands theological education within a confessional setting."

He and the seminary's administrators are frustrated that the regional group has cited trustees for their involvement in faculty searches, which the agency says should be the primary responsibility of the faculty.

Comparison With Westminster

L. Russ Bush, vice-president for academic affairs, believes such concerns apply to public universities, where trustees appointed for political reasons could potentially corrupt the faculty hiring process.

But at Southeastern, he says, "these trustees were chosen us representatives of the [Southern Baptist] Convention from a doctrinal standpoint." As a result, he says, "dealing with the internal life of the institution is exactly what trustees in a seminary like this are commissioned by their elected body to do."

Mr. Bush compares Southeastern's difficulties to problems that Westminster Theological Seminary had with the Middle States Association of Colleges and Schools. That agency cited Westminster for not having women in

head of an ox falls into the Jordan River and floats.

Three months after Mr. Drummond's speech, a dozen professors announced plans to resign or retire. Among them was C. Michael Hawn, a professor of church music who worries that trustees will get away with purging the institution while keeping accreditation. "I don't see how they can accredit any institution that lays down the gauntlet like that and lays down the gauntlet as far as the quality of the faculty leave," he says.

Professors in the Paddock

Administrators insist professors here have academic freedom within certain parameters. Mr. Drummond likens the statement of faith to a horse paddock. "He can roam all over the paddock and eat

as much grass as he wants," he says. "When he jumps over the fence, that's when he's broken his covenant with the institution."

The seminary has never punished a professor for jumping the fence, however. As a result, there has been a specific, documentable case of standards being broken—the kinds of things accreditors look for. Accreditors can't do much about complaints of academic-freedom violations that are based on an institution's general climate, says William V. Arnold, a professor of pastoral counseling at Middle States' handling of the University Theological Seminary in Virginia. "We're really hamstrung at that point," he says.

Professors say trustees have sometimes gone to the regional accrediting agencies to complain about violations of academic freedom. Faculty candidates have been asked, for example, whether they believe literally an Old Testament passage where the

jury will be asked in May to decide a \$3-million lawsuit by Professor

Jury to Decide \$3-Million Lawsuit by Professor

DAVIS, CAL

A jury will be asked in May to decide a \$3-million lawsuit involving the University of California System and two biochemists on its Davis campus.

The jury will have to weigh the following: Is the dispute the result of a romantic relationship gone sour, or sexual harassment? Does it involve a research finding that was stolen, or one that never existed? And was an employee who was fired punished for her achievements, or for insubordination?

The case involves Ida K. Yu, a former researcher at Davis who in 1989 sued the university and Roy H. Doi, a biochemist and director of the laboratory where she worked. Ms. Yu was fired in 1989.

Ms. Yu, who is seeking more than \$3-million in damages and a full-time position as a biochemistry researcher, turned down a recent offer by the university to settle the case for around \$360,000.

Lawyers for the university and Mr. Doi said the offer was aimed at avoiding higher litigation costs and not an admission of wrongdoing.

Dispute Over A Gene

Both Ms. Yu and Mr. Doi have acknowledged they had a sexual relationship during her six-year employment. Mr. Doi claims it was consensual; Ms. Yu says she submitted to him to safeguard her job.

Ms. Yu further claims that she discovered a gene that digests cellulose. Her lawsuit contends that Mr. Doi wanted to take credit for that research and collect on royalties that would have resulted from a patent on it. It also claims that she was fired because she refused to have outsiders review her work until the university's patent office approved the review.

Lawyers for the university and Mr. Doi say Ms. Yu's research results were first found and that she was fired for insubordination. "She claims she has a unique disease, every which our experts prove does not exist," says David L. Perrelli, Mr. Doi's lawyer.

The university recently released its patent rights to Ms. Yu's alleged discovery. The gene now belongs to the National Science Foundation, which supported the research.

—COURTNEY LEATHERMAN

face some similar issues when it reviews the Southern Baptist Theological Seminary in Louisville next year.

At Southeastern, some believe the seminary is better left to God and the Southern Baptist Convention to judge. In fact, some trustees have considered abandoning both accreditation and forming a group that would specifically accredit Southern Baptist seminaries.

David L. Munderberg, a former student leader who graduated with a Master's of Divinity degree in May, doesn't like that idea.

"I wouldn't have gone to Southeastern if it hadn't been accredited by the regional group," he says. "I think the accrediting agencies are important. They have the concern of the students in mind."

PREMIERE EDITION

TOP 100

DEGREE PRODUCERS

MAY 7, 1992

Advertising Deadline:
April 22, 1992

For more information contact:
Our advertising department at
THE TOP 100
IN HIGHER EDUCATION
10020 Warwick Avenue
Suite B-2
Vienna, VA 22180-8100
(703) 895-2201
Fax: (703) 895-1930

LOOKING FOR A PUBLISHER?

Cummings & Hathaway is interested in unpublished manuscripts or class notes suitable for publication as softcover primary texts or supplementary texts. Author must guarantee adoption for his/her classes of 150 copies in the first year.

Standard royalties. Attractive production. Standard contract terms. NO SUBSIDY IS EXPECTED OR REQUIRED.

Unique manufacturing process enables us to publish your book within one month of receipt of manuscript—in time for next semester.

For further information, please write to:
William Burke, Publisher
Cummings & Hathaway / Dept. A25
422 Atlantic Avenue
East Rockaway, N.Y. 11518 (516) 593-3607

MEMBERSHIP

The Association of Faculty Clubs International offers faculty and alumni clubs around the world unique benefits.

- AFCI reciprocal agreement which allows your club members privileges at all other Association clubs
- Faculty club management education
- Association newsletter with timely information and ideas to promote successful faculty club management
- Informal regional meetings to facilitate networking
- Our annual conference, with workshops, seminars, idea share and problem-solving sessions

For membership information, call or write:

Albert E. Poirier, Jr., Association Vice President
Union Faculty Club
Brown University
1 Magee Street, P.O. Box 1870
Providence, Rhode Island 02912
401-863-3023 or FAX 401-863-3159



Association of Faculty Clubs International

NEW TITLES IN HIGHER EDUCATION PRACTICE

THE TEACHING PORTFOLIO

A Practical Guide to Improved Performance and Promotion/Tenure Decisions

Peter Seldin
The nationally best-selling book on this exciting new assessment for developing and evaluating teaching performance. A solid analysis of the why, what, and how of preparation and success.

1991 • 112 pages • paper • \$14.95 plus \$2.00 s/h

GOOD START

A Guidebook for New Faculty in Liberal Arts Colleges

Gerald W. Larson
Introduction to all aspects and duties of a liberal arts faculty member, ideal for new faculty, for faculty orientation programs, and for administrators dealing with new faculty.

May 1992 • 256 pages (tent.) • paper • \$23.95 plus \$2.50 s/h

THE DEPARTMENT CHAIR

A Newsletter for Academic Administrators

Original articles, data, news, resources, reviews and interviews.

Essential for everyone involved in departmental management.

Quarterly • 24 pages/issue • \$69.95

ANKER PUBLISHING COMPANY, INC.

Performance In A Class By Itself

If you're looking for a way to make the most of your retirement savings and that of your plan participants, consider performance.

A lot of providers of 403(b)(7) retirement plan services claim it. But few can prove it. Fidelity's assets have grown from \$14.9 billion in 1981 to more than \$150 billion* today.

To find out more about Fidelity's first class performance and how it can help you, contact our Retirement Services Group at 1-800-343-0860.



A division of Fidelity Investments Institutional Services Company, Inc.

*As of January 31, 1992. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

Information Technology

Higher education will need new criteria to measure the success of the electronic library, according to Barbara von Wohle, director of libraries at the State University of New York at Buffalo.

"Today most measures of library effectiveness are quantitative, based on size of collections, number of periodical subscriptions, and so on," Ms. von Wohle told representatives of libraries and academic computing centers at a conference in Washington last month. "The measure of success for electronic libraries should be *use*, she said, rather than ownership.

"Performance measures in a networked environment might include ease of use, down time, response time on the network, turnaround time for document delivery, availability, accuracy, and usefulness of the information," Ms. von Wohle said.

If libraries want to use quantitative measures, she suggested, they might ask: "How many microcomputers are in the library? How many data bases are connected? What are the uses of the microcomputers? Do they go beyond word processing?"

To help finance their services, Ms. von Wohle proposed that electronic libraries take a page from the fund-raising handbook.

"There are a few libraries that have gone to donors and asked them to support data-base access," she said. When a user calls up the data base, "a message appears on the screen saying 'This data base brought to you courtesy of Mr. and Mrs. John Paul Jones,'" she said. "I think that is a very innovative approach, and we should be doing more of it."

Although no one knows for sure, probably fewer than 250 computers suffered damage from the computer virus "Michelangelo," says Richard G. Lefkow, president of the Antivirus Methods Congress, which keeps track of viruses worldwide. "Michelangelo" was programmed to wipe out information on certain types of computers on March 6, the anniversary of its namesake.

Because of widespread publicity about the virus, institutions took precautions against infection by using anti-virus programs and scanners. "People did make a big effort. Damage could have been done. No doubt, some damage was averted," says Mr. Lefkow, who is an assistant professor with New York University's Information Technology Institute.

Higher education institutions, people responded to media hype, rather than to the potency of the virus, in denying with "Michelangelo." "The economic loss due to panic purchases of anti-virus programs and the time wasted were substantially larger than the data losses that would have been sustained from this currently rare virus," he says.



Michael S. Ali, of Rensselaer Polytechnic Institute: Eventually, his robotic hand will be operated by a "glove" that senses movements. "The idea is that you can program this with your mind."

Giving Natural Movement to a Robotic Hand

Researchers are developing it for use in places that are unsafe for humans, such as nuclear-power plants and underwater sites

BY DAVID L. WILSON

Michael S. Ali, a doctoral candidate at Rensselaer Polytechnic Institute, carefully places a mechanical hand on a laboratory table and hooks up some wires to a portable computer. The hand is impressive. In fact, it looks as though it could have been cobbled together from child's Erector set.

But when Mr. Ali types a few commands on the keyboard, the hand is suddenly transformed. The fingers and thumb smoothly and quickly gather to form a fist. A moment later, the fist vanishes as the hand flexes. The movements are repeated over and over as the computer sends a series of commands to the small motors controlling the hand.

Eventually, says Mr. Ali, the computer

...will control the hand from an oper-

ator wearing a mass of wires and electronic components called a "glove," which senses hand movements. The robotic hand will copy those movements perfectly.

While there are several types of robotic hands now on the market, says Mr. Ali, this one is unusual because it comes close to duplicating the structure and movements of a real human hand. In fact, one of the hand's designers dissected hands of cadavers to find out exactly how the human hand was constructed.

Unlike other robotic hands, this anthropomorphic model can be operated using the special glove without consciously modifying natural hand movements. "The idea here is that you can program this with your mind," says Mr. Ali.

AI for Remote Operation

The hand is being developed at the New York State Center for Advanced Technology in Automation and Robotics at Rensselaer for use in places that are unsafe for humans, such as nuclear-power plants and underwater sites. One day, if the center's research is successful, people using a gloved will be able to operate the hand from miles away, says Mr. Ali.

The robot, modeled on the hand of an average nine recruit in the U.S. Army, is mounted on a structure the size of a shotgun that houses motors, controllers, and electronic circuitry. Cables surrounded by protective, spring-like sheaths run from the motors at the base of the structure to the fingers, much as the tendons in a human hand feed into muscles in the forearm. The cables control the movements of the hand somewhat as brake cables on a bicycle control the two brake pods. The base of the hand—the shoebox—is designed to be mounted on a robotic arm.

The original robotic hand was built by Charles D. Engler for his master's thesis at Lehigh University. Mr. Ali met Mr. Engler in 1988, when both were working on robotics applications at the National Aeronautics and Space Administration's Goddard Space Center in Maryland. The two became collaborators to improve the hand. "Chuck became responsible for the mechanical design, and I became responsible for software, electronics, and controls," Mr. Ali says.

Mr. Engler, who is still a mechanical engineer at Goddard, says three more sophisticated versions of the hand have been built since his days at Lehigh. A left-handed model is with Mr. Ali at Rensselaer. A right-handed model remains with Mr. Engler at Goddard, and a second right-handed model is being tested at the Johns Hopkins University by Nitish V. Thakor, an associate professor of biomedical engineering.

Mr. Engler says he is exploring techniques to help disabled people control the robotic hand by muscle movements. "Because it is multi-fingered, and all the various fingers can work independently, this hand could conceivably do things for a person with a handicap like allow them to type on a computer," he says.

This was the final round of an annual international computer-programming competition, and the balloons told the audience which of the 30 teams of students from colleges and universities around the world had successfully solved which problems.

In the competition, three-member teams raced to write computer programs designed to address seven problems representative of those they might find in the real world. The problems could be solved

ment, the robotic hand must be able to use controls designed for human beings. In a nuclear-power plant, for example, where radiation limits the amount of time a person can remain in certain places, a robot that could flip switches designed for a normal hand would be invaluable. At Goddard, Mr. Ali says, designs for the proposed space station included special gripping plates, called "H plates," that a robot with a primitive grasping device could use to open doors, move equipment, and operate controls. "That was practical in that instance because they were designing the space station from scratch," says Mr. Ali. "You can't go putting H plates all over your nuclear-power plant. It's not realistic."

Robotic hands would also be useful for working with electricity. Some repairs on high-power lines in Japan are already done with robots operated by remote control. Mr. Ali says.

The computer program to control the robotic hand is relatively simple. Since the movements of the hand coincide precisely with the movements of the operator wearing the glove, Mr. Ali says, no extensive modification of the transmission signals is necessary. Mr. Engler says: "The machine

Continued on Following Page

Its IBM Aid Gone, Software Consortium at U. of Wisconsin Says It Will Close

NAUHIMAN, WI.
Wisc-Ware, a non-profit software distributor at the University of Wisconsin at Madison, is about to go out of business.

The company, a consortium of about 200 higher-education institutions established in 1986, distributes over 300 instructional software programs for personal computers manufactured by the International Business Machines Corporation and for compatible machines, often called "clones."

Most of the programs were developed by professors.

Wisc-Ware will continue to accept orders for its products through April 15, 1992, which has provided Wisc-Ware with nearly \$900,000 since it started, declining to renew its contract this year, forcing the company to close. The two companies disagreed over staffing and financial support.

Bob Haussman, fax's manager of community and junior colleges, says his company is re-evaluating its support for several programs aimed at higher education. For instance, he says, this is the first year the

manufacturer will support the Academic Software Library, a distributor located at North Carolina State University. Unlike Wisc-Ware, however, the software library plans to remain in business.

Mr. Haussman says fax likes the software library in publishing, but the program concentrates on too few disciplines to meet the computer manufacturer's corporate goals. "There are 700,000 faculty out there," says Mr. Haussman. "We need to reach as many as possible."

Wisc-Ware was important to the academic community, said Kathi J. Dwelle, assistant director of the university's academic-computing center and manager of Wisc-Ware, because it was one of only a few companies that would help academics distribute products to markets that did not interest commercial software publishers because they were too small to be profitable.

"We Couldn't Come to Terms"

Wisc-Ware will refund substantial portions of its annual dues to consortium members and give software authors the option of having warehoused copies of their programs and supporting materials returned. The authors will have to pay shipping costs. Otherwise, said Ms. Dwelle, the programs will be destroyed.

Ms. Dwelle said no thought had been given to seeking other financial support or to distributing a list of authors so that academics can still obtain the programs.

Ms. Dwelle acknowledged that financial matters were the primary problem in dealing with iom. "Basically, we couldn't come to terms on a budget," she said.

Ms. Dwelle said that iom had asked Wisc-Ware to improve its product evaluation and provide better documentation for its programs. In the past, she said, Wisc-Ware merely tested the software to make sure that it worked.

"We didn't really make an attempt to evaluate the effectiveness of the software from a teaching perspective," she said. As a result, she said, some of the 341 programs currently offered by Wisc-Ware were good and some of them were "not so good."

"We completely agreed with iom's suggestions," she said, but Wisc-Ware's management team told the computer manufacturer that more money would be needed to carry them out.

—DAVID L. WILSON

Computer-Science Students Match Wits in International Programming Contest



Teams of students from 30 colleges and universities competed in the Association for Computing Machinery's annual programming contest.

KANSAS CITY, MO.

I looked a little like a Mardi Gras party that had carried over from Fat Tuesday, with gaily colored balloons tethered about the room.

But for college students participating in the programming contest here at the Association for Computing Machinery's annual meeting, this was no party.

This was the final round of an annual international computer-programming competition, and the balloons told the audience which of the 30 teams of students from colleges and universities around the world had successfully solved which problems.

In the competition, three-member teams raced to write computer programs designed to address seven problems representative of those they might find in the real world. The problems could be solved

in any order. There were penalties for programs that were rejected by the judges.

The team from Australia's University of Melbourne won the championship—the second time in the 16-year history of the competition that a team from an institution outside the United States had taken first place. Michigan State University was second, and Stanford University, last year's winner, was third. Teams from Canada, Hungary, the Netherlands, New Zealand, and Taiwan also competed in the finals.

\$25,000 in Scholarships

The contest attracted 600 teams, which were reduced to 30 in 12 regional contests during the year.

The contest is administered by the Association for Computing Machinery, a scientific and technical organization.

Continued on Page A23

The Learning Society: Don't Mess with Me!

By Bernard R. Gifford, PhD
Apple Computer, Inc.



I recently spent a morning at the Lab School of Washington, a school in the nation's capital for a quarter-century has been serving children whose learning difficulties have impeded their academic success in regular classrooms. I met teacher Paul Kavner several months earlier at the Smithsonian Institution, where he'd received an award for his innovative use of multimedia technology with these children. I was eager to meet his students and hear more about their work.

"I'd been telling folks to our kids forever," explained Paul. I couldn't help smiling at the "forever," because Paul looks about 20 years younger than me, but in fact has spent nearly a decade teaching at the Lab School.

"Usually half the class would be enthralled," he continued. "But the other half would be fidgeting, fooling around, completely lost. They didn't have the language skills. And they couldn't sustain their attention."

But Paul was unwilling in giving up on storytelling. "In a serial ed," he said, "we spend a lot of time doing remedial work. We're not having problems with reading and writing and sequencing that we often deny kids the opportunity in harm's way. Ten-year-olds reading a pre-kindergarten primer aren't exploring the things they have on their minds; they're not experiencing a complex story."

So when conventional storytelling failed to reach them, Paul spent a lot of time watching kids play. It was especially taken with how they play with miniatures.

"If you get right up close—nose to nose—with kids who are playing with small figures," Paul explained, "you're struck by their innate talent. They build complex stories with multiple levels and a shifting viewpoint. They create entire worlds. But the world vanishes before anyone else gets a chance to enter. And the story vanishes before anyone else gets a chance to experience it."

By taking advantage of the multimedia capabilities of the Macintosh computer, Paul set out to capture the experience of solitary play in a form that commands an audience. The kids would create stories by playing with toy figures and props on a tabletop or in a sandbox. After weeks or months of play, they would begin photographing these scenes with a digital video camera, creating images that could be stored in a computer and displayed on a screen.

Often, the kids create their figures the old-fashioned way—with clay. "Computers are powerful tools," said Paul, "but the technology of clay can be just as powerful." As the kids play with their figures, the digital video camera captures the action. The resulting sequence of images is known as "daymation" and it comes very close to showing the child's perspective of creating a three-dimensional fantasy world.

Some of Paul's students have become quite expert at using the computer's mouse to help them illustrate their stories directly on the screen. Others—especially younger children—work on crayons on paper. Then they use a scanner to transfer their pictures onto screen images. After they've completed the images, Paul's students add text, existing illustrations or photos, animation, voice-overs, and other sound effects. The results are enchanting electronic books.

During my visit, Paul introduced me to Ian Zealey, the shy ten-year-old author of *The Castle of Doom*, which combines photos of real-life scenes, clay figures, and toys to tell a marvelous tale. It begins with pictures of Ian building the set and moving to Ian's home, incorporating photographs of his house.

"I think I'm going to take a walk. No, I'll take a ride in a truck," says the receding-haired Ian's own voice. And a miniature truck appears against the backdrop of a real street, photographed near the school. "Ian walked over to get the scale right," said Paul. Next we see the world from the truck's interior through the windshield. Then we end up in a desert—scenes shot in a sandbox.

"Here something weird happened," says Ian the narrator, in an aside worthy of the most sophisticated modernist fiction. "I'm not just myself anymore. I'm in my story character." We follow Ian's character through a sandstone, forest, and castle. He chases a meandering dragon. He falls to his death, but magically flies away. And finally, about to be slain by an evil knight, he wears of danger with the exclamation, "Don't mess with me!"

With that, Ian's story character breaks free. He befriends the dragon, catches a ride home, and emerges from his fantasy—as a story character, but as a more forceful Ian—with a raucous "I'm home. Yahoo!" I wanted to shout "Yahoo!" right along with him, to celebrate this tale of empowerment and Ian's joy at overcoming obstacles.

The Castle of Doom is just one of many wonderful projects Paul's students showed me. Each reflected months, and sometimes years, of work. Ian's book was two years in the making.

I wondered whether some of the children found electronic authorship tedious. "There's some frustration," Paul said. "The process is not as fast as we'd like. But pedagogically speaking, there are advantages. The kids are forced to dwell on their stories, and as they do, so the stories deepen. Translating thought can be made profound."

Telling this pedagogic wisdom to heart, I've decided to dwell on mystery—so I'll tell you more about Paul's kids in my next column.

LIBRARIES

- Interactive videodisk to teach students library-research skills
- Instructional-software collection lets professors test programs
- High-school students use fax machines to request material
- Magnetic tape will make Texas data available to researchers

Beginning next month, freshmen at York College of the City University of New York will learn about library research from an interactive videodisk on a library workstation.

The new disk, "In the Library . . . Getting Started on Library and Research Skills," is designed to help students in the social sciences and humanities understand how to use library collections for research assignments.

"Students learn the library for study but not for research, because they don't understand anything," says Joan Baum, a professor of English, who developed the multimedia videodisk with a colleague.

"Teaching library skills has been done with handbooks. Teachers tell students, 'Read that and do it,' but the information never takes effect."

The program, which takes about an hour in this test version, shows students how to make research assignments in different disciplines and provides lessons on how to use books, periodicals, and electronic media to find information.

When they have completed the program, students can print out all the instructions.

So the scenes would look contrived, says Ms. Baum, "we videotaped real teachers handling out research assignments and real students making decisions about using scholarly resources."

Although she is pleased with the instructional disk, Ms. Baum concedes that "it wouldn't go in a library." The service, which started with one of the dullest and most intractable of subjects and trying to give it life," she adds: "The videodisk will be a success if teachers tell us that students who use it do bibliographies that look better and reflect the latest and best in the subject."

For more information, contact Ms. Baum, York College of the City University of New York, Jamaica, N.Y. 11451; (718) 262-2470; DAOCY@CUNYVM.BITNET.

At Michigan State University, faculty members can borrow computer programs from the library's instructional-software collection and try them out before buying their own copies.

The collection, which the library maintains jointly with the academic computing center, has about 640 programs and more than 100 videodisks. In addition, it includes a reference collection with reviews of software and articles on copyright, and a file of 100 catalogues from vendors.

Broader Range of Movement

Peter K. Allen, an associate professor of computer science at Columbia University, says the hand developed by Mr. Engler and Mr. All has a much broader range of movement than the two major types of robotic hand on the market today. Those include one with three fingers and one with four fingers and a thumb.

Ms. Lucas says the collection

has compact disks with free software, which faculty members can download to their own disks. "A lot of faculty get computers and have to start doing something but they have no budgets," she says. "These are simple programs they can have for free."

For more information, contact Ms. Lucas, Main Library, Michigan State University, East Lansing, Mich. 48824; (517) 355-1840; 20676AL@MSU.BITNET.

Emory & Henry College is using facsimile machines to make the reference services of its library available to high school students in surrounding communities.

College librarians get requests for material from periodicals by fax from students who are usually writing papers for English and history classes. The librarians send back photocopies of the materials, as well.

"The high schools don't have good library resources, and a lot of our new students are not prepared to deal with a large library," says Thelma J. Hutchins, the library director, who started the facsimile service about two years ago. "We were interested in bridging the gap between high school and college."

Ms. Hutchins says the fax requests come in batches. "We get 50 to 60 one day, and then we can go two or three weeks without getting any requests. Schools assign papers in cycles."

"We are taking one of the dullest and most intractable of subjects and trying to give it life," she adds: "The videodisk will be a success if teachers tell us that students who use it do bibliographies that look better and reflect the latest and best in the subject."

For more information, contact Ms. Hutchins, Emory & Henry College, Emory, Va. 24327; (703) 944-4121, ext. 3212.

To make state records more available to researchers, Texas A&M has undertaken a project to create a magnetic tape of bibliographic records

Creating a Sophisticated Robotic Hand

Continued From Previous Page

can run very fast, because you don't need a lot of computer code to translate your movements into movements the hand can understand. We're talking about a quantum leap in efficiency."

Broader Range of Movement

Peter K. Allen, an associate professor of computer science at Columbia University, says the hand developed by Mr. Engler and Mr. All has a much broader range of movement than the two major types of robotic hand on the market today. Those include one with three fingers and one with four fingers and a thumb.

Information Technology

Information Technology

The War of the Statistical-Software Companies: A Feud Over Competing Programs Gets Ugly

By DAVID L. WILSON

In a battle over statistical computer programs, two professors who helped found competing software companies are lobbing charges of plagiarism, libel, and false advertising at each other.

Leland Wilkinson, president of SYSTAT Inc., has charged that a rival company misappropriated parts of his company's software and used it to construct its own software. SYSTAT has filed suit last year by mailing to statisticians copies of a 25-page pamphlet called "The Truth About StatSoft and cStS," in which he laid out his allegations.

A 46-Page Rebukal

Representatives of StatSoft immediately issued a 46-page rebuttal, firmly denying charges of plagiarism and false advertising.

Peter Lewicki, co-founder and a major stockholder of StatSoft Inc., a commercial competitor, says Mr. Wilkinson has been doing damage to him and spreading false information about his company.

Both companies produce software used by statisticians to analyze data and plot graphs. StatSoft

represents the package called "cStS: Statistics," and SYSTAT offers a package also called "SYSTAT."

Mr. Wilkinson, an adjunct professor of statistics at Northwestern University, took the public public late last year by mailing to statisticians copies of a 25-page pamphlet called "The Truth About StatSoft and cStS," in which he laid out his allegations.

B'ugs' in Both Programs

A report prepared by a member of the Statistical Consulting Centre at the University of Melbourne, Australia, concluded that SYSTAT's package, "cStS," contained many misrepresentations. It was also, StatSoft said, full of errors.

Mr. Wilkinson countered with a six-page reply, acknowledging and correcting several errors in his

report.

Mr. Wilkinson offered to provide the names and backgrounds of those who helped design his company's package, pointing out that StatSoft has refused to do the same thing.

Individuals who we know to have helped design StatSoft's package, he says, are recognized in the statistical field.

Mr. Lewicki, a professor of psy-

chology at the University of Tulsa, says that StatSoft, like some other software developers, had agreed to keep confidential the names of those who helped develop its software.

"Many of the people involved in software development do not want others to know that they are making money on their expertise," he says.

Mr. Lewicki says the evaluation of his company's product was inaccurate because the "cStS" package used was an old version, not the latest software. He says the report was paid for by an Australian software company that had been told by StatSoft that it could not continue to offer both statistical packages, only one or the other. Mr. Lewicki says the report was not prepared until after the company stopped carrying "cStS."

Mr. Wilkinson says he made his point and went to the court to let others make up their own mind.

StatSoft wants a retrial of Mr. Wilkinson's charges. If it is not forthcoming, he says, there could be a lawsuit.

referred in statistical software of this scope."

The report, which contained some negative comments about SYSTAT's package, found that "some statistical concepts seem to have been completely misunderstood and misapplied in cStS: Statistics."

Mr. Lewicki says the evaluation of his company's product was inaccurate because the "cStS" package used was an old version, not the latest software. He says the report was paid for by an Australian software company that had been told by StatSoft that it could not continue to offer both statistical packages, only one or the other. Mr. Lewicki says the report was not prepared until after the company stopped carrying "cStS."

Mr. Wilkinson says he made his point and went to the court to let others make up their own mind.

StatSoft wants a retrial of Mr. Wilkinson's charges. If it is not forthcoming, he says, there could be a lawsuit.

Statistical Software for Administrators, Researchers and Instructors

Now with Special Licensing Programs!

Administrators

- Work with data from other systems without the cost of re-entering the program area.
- Analyze surveys quickly and easily
- Generate reports, graphs and tables effortlessly

Researchers

- Expand your research using advanced statistical capabilities
- Have confidence in your results with proven, published algorithms
- Transfer data or command files across more than 50 types of computers

Instructors

- Use SPSS student versions (including a business version)
- Nationwide training seminars
- Special academic licensing

SPSS offers a variety of pricing programs to cover all the statistical needs of your campus. Call now for more details 1.800.253.2524.

Administrators

- Work with data from other systems without the cost of re-entering the program area.
- Analyze surveys quickly and easily
- Generate reports, graphs and tables effortlessly

Researchers

- Expand your research using advanced statistical capabilities
- Have confidence in your results with proven, published algorithms
- Transfer data or command files across more than 50 types of computers

Instructors

- Use SPSS student versions (including a business version)
- Nationwide training seminars
- Special academic licensing

SPSS
We're Making It Easier To Decide.

Chicago • Washington, DC • Chertsey, UK • Baarn, The Netherlands • Munich • New Delhi • Singapore • Stockholm • Sydney • Tokyo • And Distributors Worldwide

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COPMUTER PROGRAMS

Biology: "The Chemical Synapse Tutorial," for Apple Macintosh. Requires "HyperCard." Tutorial introduces students in chemical synapses, pre-synaptic and post-synaptic transmission, cell communication, inhibitory synapses, presynaptic and postsynaptic inhibition, and facilitation. \$29.95. Contact: Academic Software, Inc., 1200 University, Department 1000, Box 1530, Santa Barbara, Calif. 93116-1530; 1800 348-8355 or (805) 685-2100.

Business: "Financial Planning Decisions Using Lotus 1-2-3, Release 2.3," for IBM PC and compatibles. Lets students explore the advanced financial computing features of Lotus 1-2-3. Textbook: \$50. Contact: Addison-Wesley Publishing Company, Cheshire, Conn. 06410; 203-454-7700.

Business: "Solving Classic Business Problems: An Introduction to Lotus 1-2-3, Release 2.3," for IBM PC and compatibles. Books for students use "Lotus 1-2-3" to explore and solve real-world business problems. Textbook: Addison-Wesley Publishing Company, One Jacob Way, Reading, Mass. 01867; 1617 944-7000.

Books: "The On-Line Photo Catalog," for IBM PC and compatibles. Lots librarians and others create an electronic catalog for photographs; lots of search options, including subject headings: \$199. Contact: Right On Programs, 755-S New York Avenue, Washington, D.C. 20001; (202) 424-7777.

Nursing: "Caring for the Patient: A Nursing Series," for IBM PC and compatibles. Includes "Caring for the Patient With Chest Tube" and "Caring for the Patient With a Gastrointestinal Tube," give nurses the knowledge and skills for intervention. Intervention principles, and procedures involved in each case, along with the rationale. "Caring for the Patient With a Dialysis Catheter," and "Caring for the Cardiac Patient." Let students select information for assessment, pre-treatment, in monitoring, decision making, and post-treatment. \$125 each for others. Contact: Health Sciences Division, 201 Silver Circle Court, Chapel Hill, N.C. 27514-1517; (919) 942-4731.

Physics: "Optics Lab," for Apple Macintosh. Provides a virtual laboratory of reflection and refraction through simulated laboratory; provides opportunities to create spherical or flat lenses, and to calculate focal length, and index of refraction; \$35; quantity discounts available. Contact: Intelligent Options, Inc., Box 1500, Santa Barbara, Calif. 93140; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS:

Anatomy: "Atoms to Anatomy: Anatomy of 3-D Images," for videodisk players used with Apple Macintosh. Requires "HyperCard." Lets students view anatomical structures in three dimensions at the anatomical level; includes images derived from pet and cr scans and ultrasound; \$695. Contact: VideoDisk Systems, 1701 Westlake Avenue North, Suite 500, Seattle 98109-3012; (800) 548-3472 or 1206 285-3400.

Medicine: "The Small Intestine and Appendix," for videodisk players used with IBM PC and compatibles. Required "InfoVid." An introduction to the small intestine, appendix, and acute appendicitis; includes the 12 major steps of an appendectomy; \$650 for members; \$1,300 for others. Contact: Health Sciences Corporation, 201 Silver Circle Court, Chapel Hill, N.C. 27514; (919) 942-4731.

ACADEMIC COMPUTING

Beyond the Walls™

The World of Networked Information

Course Workshop Package: Help your institution's faculty and staff learn about the resources available on their desktops via the Internet and the vast array of faculty network use. \$80. (NYSERNet Affiliates, \$40.) For info: workshop@nysenet.nysed.k12.ny.us; 111 College Place, Syracuse, NY 13244-4129.

COMMUNICATIONS

Enhance your campus academic and life style programs with **CD-ROM** technology. The turn-key package includes an on-campus broadband network for lectures and conferences, and off-campus resource data access, advanced telecommunications and more.

Call 1-800-743-4228.

GTE Applied Campus Technologies

COMMUNICATIONS SERVICES

VISTA
Domestic & International
• Service Oriented
• Computerized
• Videconferencing
1-800-677-VISTA

CONSULTANTS

EDUCOM Consulting Group, 200-872-8200 or ECG@EDUCOM.EDU

GROUPWARE

PARTICIPATE*
Computer Conferencing Software for Distance Learning

Fax: 215-435-0453
Internet: part@vcs1.cc.lehigh.edu

SOFTWARE

banner.
The BANNER Series

The Power to Reach New Heights in Administrative Computing

Finance / Alumnae/Development

Financial Aid / Student Human Resources

SIS / Student & Technology Corp.

4 Country View Road

Wheaton, IL 60187-9999

Call toll-free 800-923-7036

Quodata'
Successful software & service for Information Management in Higher Education.
Call toll-free 800-444-HELP

DISCOUNTS

DISPLAY ADVERTISING

Winthrop College to Alter Program for Black Students

By SCOTT JASCHIK

The Education Department's proposed regulations will bar most minority scholarships that give college students years to eliminate the awards. But federal regulations now require at least one institution to change a program that previously provided scholarships only to black students.

Winthrop College has announced that it will no longer offer its African-American Honor Awards, which have provided academically talented black students with scholarships worth half the value of tuition. Instead, the college will award President's Scholarships to students who would bring any kind of diversity to the campus, including minority students, American students from outside of South Carolina, and foreign students.

A Testing Ground

As it changes its scholarship program, Winthrop provides a testing ground for the many claims that have been made about minority scholarships since December 1990, when the Education Department set off a fracas with statements that most minority scholarships violated civil rights laws.

Officials of the Education Department's position have said that abandoning minority scholarships would make minority students feel unwelcome and discourage many from applying to college. At Winthrop, black student leaders are angry over the change. Says Jonathan I. Gayles, a graduate student who is president of the campus chapter of the NAACP, "What they've done is indicative of a school that doesn't have true concern for a multicultural student population."

Education Department officials and critics of minority scholarships, on the other hand, have said that colleges can find ways to continue to attract minority students without offering race-exclusive scholarships. Some at Winthrop share that view.

Administrators at the college say they expect black enrollment to continue to rise, as white students apply for eliminating the scholarships may improve their admissions; and a few black students who have received the scholarships say the awards were not a decisive factor when they decided where to enroll.

Began 4 Years Ago

Winthrop started its black-scholarship program four years ago. Each year, academic standards are set as a qualification for the program. For example, the 39 black freshmen who received the scholarships last fall had to have a combined Scholastic Aptitude Test score of at least 850 and rank in the top third of their high-school class. (The scholarships are renewable for students who perform well, and all of the black students who have been awarded scholarships as freshmen will be allowed to renew them throughout their education or

Winthrop, provided the students continue to do well academically.) Jim Black, Winthrop's dean of admissions and records, says the college decided to change the scholarships to avoid later problems with the Education Department. "The thinking was to stay one step ahead. We see this as a fail-safe approach."

Mr. Black says black students will continue to receive many of the scholarships under the new program and continue to come to Winthrop—regardless of whether or not they receive special awards. He says the college has a higher proportion of black students—17 percent of a total population of more than 5,000—than either Clemson University or the University

The department's critics say that abandoning minority scholarships will discourage many black students from applying to college.

of South Carolina, the state's flagship institutions.

But Mr. Black adds that the change in the award program "will help us to do things our current scholarships won't do for us," particularly recruit students from out of state.

Mr. Gayles of the campus NAACP finds it insulting that the college is watering down efforts to recruit black students in favor of attracting students from outside the state. "Historically, we have been excluded from schools like Winthrop, and we've been left behind because most of us weren't at the academic



JONATHAN I. GAYLES: "What they've done is indicative of a school that doesn't have true concern for a multicultural student population."

level to go to college or the economic level to pay for college," Mr. Gayles says.

"When you throw us into a pot labeled 'diversity,' it really dilutes that which should go to a race of students who have suffered because of their race, because they are black."

Some black students say that changing the scholarship will lead fewer black students to enroll. Rhonda K. Stephens, a sophomore majoring in elementary education, says she came to Winthrop in large part because of the scholarship, turning down Clemson and Huntington Universities and the University of South Carolina.

She says the scholarship is important, both financially and symbolically. "Seeing that they were helping minority students, that was a plus for me," Ms. Stephens says.

'A Good Reputation'

But Allison M. Brooks, a sophomore business major, says she would have come to Winthrop even if she hadn't received the scholarship. "The school has a good reputation in terms of black students," Ms. Brooks says, explaining that the campus is smaller than the state's research universities and thus allows students to have closer contact with faculty members.

Merri H. McBride, a senior who is president of the Student Government Association, says that most white students applaud the decision to stop restricting the scholarship to black students. "The name African American does turn a lot of students off," she says. "They don't see why we don't have white scholarships."

Merrill H. McBride: "The name African American does turn a lot of students off. They don't see why we don't have white scholarships."

Ms. McBride says the change in the scholarship program should end up bringing students together. "Some minority students are upset about it, but a lot of them understand that if we're going to be more equal, it's important to fall in line with the word diversity," she says, adding: "Here at Winthrop, I don't consider anybody as black or white."

MERRILL H. MCBRIDE: "The name African American does turn a lot of students off. They don't see why we don't have white scholarships."

Government & Politics

U.S. Plan to Ban Minority Aid Gets Bad Reviews

Continued From Previous Page
or national origin," the statement said. "Our purpose in developing policy guidelines is to help clarify how colleges can use scholarships to create diversity on campuses and to help minority students without violating the federal anti-discrimination law."

Controversy Began in 1990

The controversy over minority scholarships has been raging since December 1990, when Michael L. Williams, the Assistant Secretary of Education for civil rights, declared that most such awards were illegal. When Mr. Alexander became Education Secretary last year, he said colleges could continue to offer minority scholarships while the department developed a policy on them. The department issued a proposed version of the policy in December.

Under that proposal, colleges would generally be banned from using their own money to set aside minority scholarships. The exceptions would be if a college is operating under a court-ordered plan to remedy past discrimination or where it does give money to a college for the specific purpose of supporting minority scholarships.

The regulations would permit colleges to award "diversity scholarships" designed to attract a range of different kinds of students to their campuses, but race or ethnicity could not be a requirement.

Mr. Alexander said that colleges, by using diversity scholarships and aid based on financial need, could continue to attract minority students.

In their responses, officials of colleges that offer minority scholarships said Mr. Alexander's proposed rules did not take into account the impact the change would have on minority students, and the difficulties that colleges have in recruiting them. Some of the responses also said the Education Department's proposals could allow colleges to have policies of providing aid only to students from

minority groups in the awarding of scholarships.

'Very Perplexing Situation'

Bernard H. Uhlmann, a special education coordinator at Saginaw High School, wrote of the positive effects of minority scholarships on the predominantly black student body at his school. He cited awards offered by the nearby Michigan Technological University.

"Not long ago, very few black males would take the rigorous calculus, chemistry, physics, etc. Students felt that there was an opportunity for them to go to college, so why deal with it in difficult classes," he wrote. "That is changing. Now word is getting back to the community that if a student is willing to work hard, they can be successful at Michigan Tech and the money is available for a student who is willing to try. Now the number of black males in these more difficult classes is increasing every year."

Government & Politics

communities with small minority populations.

Another response, submitted by the National Women's Law Center on behalf of 40 women's groups, said the proposed regulations would violate the Civil Rights Restoration Act. The act states that civil rights laws apply to all of the funds used by an institution receiving federal funds. The National Women's Law Center argued in its response that the law does not allow for the distinction in the proposed regulations between funds the college receives from a donor and funds it already has.

Those who wrote to the Educa-

tions. Eleven organizations, some of them writing on behalf of euclidian student associations, wrote to oppose the proposed regulations, arguing that minority scholarships are legal and necessary.

Groups Oppose Policy

Those groups were: the Association of American Medical Colleges, the American Council on Education, the American Library Association, Congreso de Latinos Unidos, the National Alliance of Black School Educators, the National Association of Independent Colleges and Universities, the National Association of State Universities and Land-Grant Colleges, the National Urban League, the National Women's Law Center, the United States Commission on

Civil Rights, and the University of California Student Association.

As the responses arrived in the mail at the Education Department, several student groups held small rallies outside the department to protest the proposed regulations.

At one of the rallies, a small shanty was built. Organizers said it symbolized the way the Education Department, which they called "the Department of Miseducation," treated black students.

Said Hatem Buzan, president of the Associated Students at San Francisco State University: "This is a grossly effort. We're getting people to demonstrate that you can fight their racist approach."

Mary Crystal Cuge contributed to this article.

Advertisement

A MESSAGE FROM THE PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

Opportunity's Closing Door

College Access in the 1990s

The doors of equal educational opportunity are closing. We're in danger of returning to the days when college was for the privileged few.

Last year, for the first time in over three decades, state governments spent less money on their colleges and universities than they had the year before. And at least 28 states will cut their funding of higher education during the current fiscal year.

What happens when college and university budgets are cut? Faculty positions and courses are eliminated. Students cannot get into the courses they need, so they take longer to graduate. Supplies and equipment are not purchased. Student enrollment is limited. Tuition is raised.

We're beginning to lose the kind of stories from colleges and universities that used to be told only of elementary and secondary schools: of chemistry labs without chemicals, art classes without paint, and libraries that cancel journal subscriptions.

Scholarships Criticized

Only one college president—William L. Proctor of Flagler College—wrote to the Education Department to criticize minority scholarships. Mr. Proctor wrote: "I suspect that my opinion will at odds with most of those expressed by the academic community, but my experience in working with minority students leads me to conclude that they can and will achieve quite well, apart from any provision of programs that make suspect their accomplishments."

The Senators cited the portion of the proposed regulations that said it was legitimate for colleges to award aid based on financial need, even if the college knew that such a policy would result in a disproportionate amount of aid going to minority students. Under the same principle, the Senators said, the Education Department would have told colleges to have policies of providing aid only to students from

middle-income families are also increasingly hard-pressed to meet spiraling college costs. Tuitions have risen 135 percent since 1980. With the average cost of attending a public college \$7,500 a year—and a private college over \$16,000—most students are dependent on financial aid.

But more and more student financial aid is in the form of loans, not grants. In the mid-70s, 76 percent of federal student aid was grants. By 1987 that percentage had dropped to 29.

Skyrocketing tuitions, stagnating family incomes, and the declining availability of grants cause many students to give up on college. Those who graduate, particularly low-income students, emerge overwhelmed by debt.

The higher education bill passed by the U.S. Senate last month would help ease the financial burden for many students.

We hope this critical provision will remain in the House version of the bill and be enacted into law. Pell Grants have been fully funded in just three of the 19 years of their existence. Only making the grant an entitlement can bring stability and predictability to a program relied on by four million students.

Improving student financial aid makes economic sense. For every dollar they get in aid, students return \$4.30 to the federal government in taxes.

At one time college was for the elite—for the sons of the rich and the well-to-do. Then came the commitment to make college accessible to qualified students regardless of gender, race, or economic status.

State university and college systems grew. Financial aid increased. A significant effort was made to recruit minority and women students. The doors of higher educational opportunity swung open.

We cannot allow those doors to close once more.



KEITH GEIGER
President, NEA

Middle-income families are also increasingly hard-pressed to meet spiraling college costs. Tuitions have risen 135 percent since 1980. With the average cost of attending a public college \$7,500 a year—and a private college over \$16,000—most students are dependent on financial aid.

Higher education has met the recession. State governments are caught in a three-way squeeze of recession-reduced revenues, recession-increased demands, and vastly diminished financial aid—aid cutting back on higher education, an area of substantial discretionary spending. Local governments are doing the same.

Reducing higher education spending may light the red ink. But it's a short-sighted strategy. At precisely the time our economy needs a well-educated workforce, the budget cuts threaten the quality of America's colleges and universities and deny access to many qualified low-income students. Those affected are disproportionately minority.

The higher education bill passed by the U.S. Senate last month would help ease the financial burden for many students.

We hope this critical provision will remain in the House version of the bill and be enacted into law. Pell Grants have been fully funded in just three of the 19 years of their existence. Only making the grant an entitlement can bring stability and predictability to a program relied on by four million students.

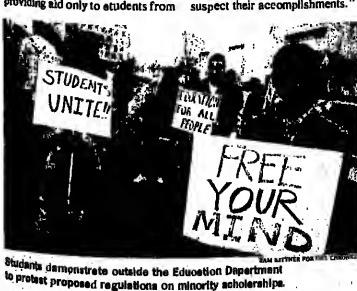
Improving student financial aid makes economic sense. For every dollar they get in aid, students return \$4.30 to the federal government in taxes.

At one time college was for the elite—for the sons of the rich and the well-to-do. Then came the commitment to make college accessible to qualified students regardless of gender, race, or economic status.

State university and college systems grew. Financial aid increased. A significant effort was made to recruit minority and women students. The doors of higher educational opportunity swung open.

We cannot allow those doors to close once more.

NEA National Education Association • 1201 Sixteenth Street, N.W. • Washington, DC 20036 • (202) 822-7200



Students demonstrate outside the Education Department to protest proposed regulations on minority scholarships.

Top U.S. Higher-Education Official Wants Colleges to Raise Sights

By THOMAS J. DeLOUGHRY
WASHINGTON

Carolynn Reid-Wallace wants the attention of the provosts and presidents of the nation's colleges. The Education Department's top higher-education official since December, she is not content with the traditional responsibilities of managing the agency's \$12.7-billion budget for college programs. Ms. Reid-Wallace wants to lead a national discussion on raising academic standards at colleges.

"I'm going to talk about it," she says, "and I'm fully aware of the fact that many people will misunderstand my position. I say, 'Yes, I shall continue to speak about it.' I shall also use the resources of this office in encouraging colleges and universities to see standards and quality as critical important matters."

An English professor and former vice-chairwoman of academic affairs at the City University of New York, Ms. Reid-Wallace says colleges must do more to help poorly prepared students and to insure that they do not graduate without being able to do college-level work.

"The institution that actually helps its students excel is one that expects a great deal from them," she told a meeting of the Association of American Colleges shortly after she became Assistant Secretary for postsecondary education.

In speeches to enlege groups and in interviews for this article, Ms. Reid-Wallace contends that colleges have contributed to a national problem of low standards that also exist in schools and in homes. "People, somehow, stopped making expectations known or having people adhere to higher expectations," she says.

She urges the National Endowment for the Humanities to change the 80 per cent of colleges that allow students to graduate without taking a course in Western civilization and the 30 per cent that award degrees to students who have not taken American history. "How can we call our citizens educated if they have never been exposed to the study of the history of their own country?" she asks.

Ms. Reid-Wallace says the "Freshman Year Program" that she helped establish at CUNY is an approach that helps poorly prepared students perform at college levels. In effect at 9 of the system's 17 colleges, the program provides students with improved academic counseling and coordination between basic-skills courses and the freshman curriculum.

Obviously Unacceptable

Ms. Reid-Wallace, who is black, says she feels strongly that minority students should be held to high standards. "People feel—'they think they're not good enough—they can't be a person of color, black or Hispanic.' This is not acceptable, this is weak, this is not very good," she says. "That's obviously unacceptable."

Her statements about raising college standards break new ground for an Assistant Secretary for postsecondary education. Her predecessor, Leonard L. Haynes,



CAROLYN REID-WALLACE

Born: June 26, 1942, in Williamsburg, Va.

Education: B.A., 1964, Fisk University; M.A., 1965, Adelphi University; Ph.D., 1981, George Washington University.

Academic Specialty: 19th-century English literature and 19th- and 20th-century American literature.

Career Highlights: Bowdoin State University, various administrative positions, 1974-82; director of the National Association for Equal Opportunity in Higher Education/National Endowment for the Humanities Program, 1979-82; director of the National Association for Equal Opportunity in Higher Education Clearinghouse, 1982-83; co-executive director of Education at the National Endowment for the Humanities, 1982-87; vice-chancellor for academic affairs of the City University of New York, 1987-92.

Praise From Lawmakers

Some college lobbyists in Washington privately question whether Ms. Reid-Wallace can deliver her message about higher standards while completing work on the rest of her crowded agenda. These more-traditional responsibilities include reorganizing her office to improve its oversight of student aid programs, defending the Administration's budget requests for college programs, and monitoring Congress's work in reauthorizing the Higher Education Act.

Ms. Reid-Wallace recently won praise from lawmakers for her office's work on amendments that were offered to the reauthorization bill in the Senate. She performed well in her first test as a spokeswoman for President Bush's student aid budget during hearings of a House appropriations subcommittee last week. She clashed with Democratic lawmakers over the Administration's plans to cut several aid programs, but was lauded by Rep. William H. Natcher, the subcommittee chairman, for being "wise and balanced."

Some officials on the campuses express doubt about whether Ms. Reid-Wallace can get the attention of enough presidents and provosts to fetch much of a debate about raising standards. Those who know her, however, say they believe she can.

"That's going to be part of her challenge, to gain that recognition and credibility," says Susan Res-

er standards. In academic circles, she stands in the middle with the standards set for herself, say college officials who have worked with her. Ms. Reid-Wallace agrees with that assessment, explaining that she was taught early on to meet expectations that were set by her parents and her teachers in the segregated schools of Williamsburg, Va.

"Chief academic officers are going to welcome her as the leader in that position," Ms. Parsons says. "All of us are struggling with the kinds of questions Carolyn is asking and would welcome a national discussion."

Complaints From Employees

Her style in insisting that her standards are met, though, has drawn some complaints from department employees. Rep. Carl D. Pursell, Republican of Michigan, took the unusual step at one of last week's hearings of publicly questioning why Ms. Reid-Wallace has her employees work long days and on weekends. He said she should not forget the importance of allowing people to spend time with their families. "I shall remember that," Ms. Reid-Wallace responded.

Others who are unfamiliar with Ms. Reid-Wallace also praise her interest in promoting a national discussion. "If she has something substantial to contribute, I think she'll find a willing and receptive audience," says David W. Adams, president of Wayne State University.

Some officials on the campuses express doubt about whether Ms. Reid-Wallace can get the attention of enough presidents and provosts to fetch much of a debate about raising standards. Those who know her, however, say they believe she can.

"That's going to be part of her challenge, to gain that recognition and credibility," says Susan Res-

Government & Politics

she sent them last month that suggested that the panel avoid writing in the positive voice its recommendations for involving black colleges in the school-reform movement. The officials said they didn't think a public grammar lesson was appropriate.

Dismissal Criticized

Ms. Reid-Wallace says that she was misinterpreted, that she never intended to suggest that her panel's work was deficient in any way. She says, her suggestion for using the active voice was a "gesture" for recommending to the black-college presidents that they make a strong statement inserting the need for their institutions to play a role in improving schools. "What I was trying to suggest," she adds, "is that it's time to empower those institutions."

Some black-college officials have also criticized Ms. Reid-Wallace for firing Robert K. Godwin last month from his post as executive director of the White House Initiative on Historically Black Colleges and Universities. She was not named a replacement. Mr. Godwin has since been named executive vice-president of the White House Points of Light Foundation.

Ms. Reid-Wallace says the criticism has not hurt her because she is a strong supporter of black colleges, having earned a degree from Fisk University and having worked at Fisk University College and at Howard and Bowie State Universities.

She suggests that those who express doubts about her commitment to the colleges do so for badly mixed up with foreign aid."

By "locking out" U.S. industries from participating in lucrative supercollider contracts, Mr. Boehlert added, the Energy Department would not only risk producing software for the supercollider that is questionable in quality, "but would promote the transfer of technology to the supercollider."

Mr. Cipriano said U.S. companies had already been formed and is scheduled to meet next month in Tokyo to discuss how Japan can contribute to the project.

Officials in both countries say, however, that shortfalls in Tokyo's support for its researchers could make any contribution from Japan difficult. A science official in the Embassy of Japan in Washington says Japanese contributions to research in Japan were so great that any contribution to the supercollider from Japan would probably be made mainly for political reasons.

Practices Called Deceptive

Despite the criticism of their accounting methods, supercollider officials say they see nothing wrong with comparing the difference between the fair market value of computers and the price provided by non-U.S. producers as a foreign contribution.

Energy Department officials defended the foreign contracts as a way not only to achieve considerable savings, but also to obtain technical assistance not available in the United States. They also denied that the hardware produced overseas would be inferior, noting that U.S. managers would supervise construction in each country to assure that quality products were produced.

Savings of \$100-Million Seen

Mr. Cipriano said scientists at Russia's Institute of Nuclear Physics at Novosibirsk are now working on low-energy booster magnets for the collider and may be asked to build medium-energy booster magnets, principally because of their expertise in those areas. Mr. Cipriano estimated that the lower costs in Russia will enable the United States to shave about half, or more than \$100-million, from the projected cost of building those magnets.

The medium-energy and low-energy booster magnets will be used to direct the protons as they gain energy in a series of separate accelerators before reaching the supercollider's main ring, 54 miles in circumference.

The Bush Administration and many Texas lawmakers are banking on Japan to make the largest contribution to the project. They hope the Japanese will pitch in from \$300 million to \$1.5-billion in cash or equipment—an amount that should quell the controversy in Congress over the foreign-contribution issue. A committee composed of Japanese and American

experts will siphon important resources from other areas of science.

Continued From Page A25

demanding parts of the supercollider. He added that the Russian scientists were recognized as the world experts in building those magnets and were even able to improve the initial U.S. design.

The Best Expertise

Some supercollider officials argue that in addition to providing expertise not found in the United States, foreign participation in the construction is needed to make the supercollider a truly international project.

"I'd say this is one of the more bizarre twists" in the debate over the supercollider, he said. "If we weren't dealing with such a serious matter, I would make it the joke of the day."

Locking Out' U.S. Industries

Mr. Boehlert said he was particularly disturbed that the department had failed to secure a "single dollar" in foreign assistance, yet was planning to award hundreds of millions of dollars in contracts to other countries without allowing U.S. companies an opportunity to compete for them. He said the department's method of accounting was "giving foreign contributions mixed up with foreign aid."

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India, meanwhile, has agreed to provide, without any additional U.S. support, \$50-million worth of radio-frequency cavities—devices that will accelerate protons to speeds approaching the speed of light within the supercollider.

India

Welfare Reforms Said to Discourage Recipients From Attending College

By GOLDIE BLUMENSTYK
With a 4-year-old son and a 3.89 grade-point average, Roxanne Hefti seems ideally suited to benefit from the welfare reforms that go into effect nationwide this year.

But rather than leading the La Crosse, Wis., woman from public assistance to a professional career, the reforms may lead her to drop out of Viterbo College and return to menial work.

To many educators and advocates for the poor, Ms. Hefti's circumstances are just one example of how the reforms discourage welfare recipients from going to college. The critics say the federal rules for the programs have a built-in bias against higher education and that financially pinched states, for political and economic reasons, also discourage postsecondary education the way they are cutting out the welfare programs.

And with political fire from President Bush on down, now demanding tougher controls on welfare spending, advocates of using welfare to expand access to college fear the political climate will only lead to more barriers.

Twenty-nine years old and divorced, Ms. Hefti quit her job as a \$5-an-hour cashier and returned to college in 1991. She qualified for Aid to Families With Dependent Children and for a welfare program called jobs, which was enacted by Congress in 1986 to help participants avoid dependency on public assistance by making it easier for them to receive education and training.

But because the way Wisconsin has fashioned its participation in the program, Ms. Hefti says she fears she may have to drop out and give up her goal of becoming a social worker or counselor.

How It Works

Under Wisconsin's program, Ms. Hefti does not get assistance for child care or transportation, as do some of her Viterbo classmates who also are part of jobs. Like them, she must renounce her grades and schedule to welfare caseworkers. Ms. Hefti doesn't receive the same benefits as her classmates because she was not directed to college by her jobs caseworker but went on her own initiative before qualifying for welfare and being enrolled in jobs.

"I've tried everything to get child care," she says. "That's where a lot of my loan money is going right now." She says she has borrowed \$3,000 this year for college. Ms. Hefti says she would like someday to get a master's degree, but the costs of child care could derail her plans.

A Job-Oriented Program

For some, it's philosophical. California officials "wanted this to be a job-oriented program," says Dale J. Rebek, coordinator of the program for the state's community-college system. "They didn't want it to be a scholarship program."

Also, as state officials regularly note, using the program to support welfare clients through college,



Roxanne Hefti, who returned to college in 1991: "I've tried everything to get child care. That's where a lot of my loan money is going right now."

particularly the five years it can take to complete a baccalaureate degree, can require a great deal of money.

Michael C. Laracy, director of policy planning and program evaluation for the New Jersey Department of Human Services, says it could cost more than \$20,000 a year, excluding tuition, to support a single parent with two children

"I didn't like that we had to ride herd on these people like they were kindergarteners." That is a "gross invasion of their privacy."

real access issue," says Kathleen C. Caldwell, a lawyer who has argued some of the cases.

Critics like Mr. Greenberg say some of the federal regulations drawn up by the Department of Health and Human Services penalize states that promote higher education as an option under jobs.

One rule is especially galling to some state and college officials: a requirement that states have a certain proportion of their participants involved in activities that take at least 20 hours a week. A full-time college student taking 12 credit hours would have to have eight hours of afterhours. The regulations do not take into account students' class preparation time, unless the work is being done in supervised study halls.

So far, Iowa has been able to meet its participation rule without requiring students to participate in the study hall, but it says state officials might make the study hall mandatory. "If we feel we need it to receive our federal funding."

Mr. Greenberg, who testified before Congress on this issue in December, says the rule creates a "systemic bias" against higher education and encourages states to push welfare clients into less expensive activities, such as job training or job-search efforts, which can be counted as "20-hour" activities under the regulations.

Indeed, Illinois officials report that the number of jobs participants referred to "job search" programs increased from 1,161 in January 1991 to 3,887 in January 1992, while the numbers enrolled in postsecondary education remained about constant at about 3,700.

You Can Serve More People

"It's cheaper to have people in a 20-hour job search program," says Karen D. Maxson, an administrator in the Illinois Department of Public Aid. "You can serve more people."

Mr. Greenberg says the real problem is that states are "unable or unwilling" to come up with their share of the funds.

In Maine, for example, legal services lawyers have gone to court several times in recent years to stop the state from deducting welfare benefits from program participants if they also get Pell Grants or other federal student aid. "It's a

Section 2

March 18, 1992



End Paper: Foraging around in nature B52



Mélange

B2

Letters to the Editor

B3-4

Bulletin Board

B5-51

The Time Has Come to Establish Income-Contingent Student Loans

By Barry Bluestone
and Jerome M. Cumming

An INVASION of armies can be resisted, but not an idea whose time has come." If Victor Hugo, the author of that statement, is correct, we may be about to witness the creation of a new federal student-loan program based on a model that educators and economists have been talking about for over 40 years.

Colleges in other states have found creative ways to avoid problems with the 20-hour rule. The affected students at Vermont's Trinity College, for example, participate in internships related to their curriculum to meet the requirement.

Bruce D. Spector, director of the community service learning program at Trinity, says political pressure in Vermont and around the nation to reduce welfare benefits or force welfare recipients into make-work jobs of so-called volunteer programs could defeat the goals of ending students' dependency.

"The states feel under pressure from the federal government to push more people off the system," Mr. Spector says, but he questions the merit of ending students' welfare benefits and making them "go clean parks."

In a workforce program, he says,

"people are going to cycle on and off the system. On and off, on and off."

recently to reauthorize the Higher Education Act does not include such a loan proposal, the Senate Finance Committee has approved a pilot program of direct, income-contingent loans at 300 colleges and trade schools, beginning in academic 1993-94.

In the House of Representatives, leaders of the Education and Labor Committee are considering a plan for direct loans as part of their version of the reauthorization of the Higher Education Act, although graduates' repayments would not be keyed to their incomes.

Nevertheless, we believe that universal, direct, income-contingent loans have several features that especially recommend

them right now. First, such loans would be available to all students, regardless of family income, thus helping students from hard-pressed middle-income families, many of whom are presently excluded from existing federal programs. Second, the loans would be obtained directly from the federal government, bypassing the private bankloan system and thereby lowering the interest rates paid by student borrowers. Third, by tying loan recipients' repayments to their incomes, repayment would be flexible; it would be adjusted to the borrower's actual income each year.

By spreading repayments over as many as 25 years, by eliminating the interest subsidy paid by the government on guaranteed loans while borrowers are in school, and by virtually eliminating defaults because loan repayments would be made by payroll deduction,

Continued on Following Page

OPINION

The Time Has Come to Establish Income-Contingent Student Loans

Continued From Previous Page
detractions paid to the Internal Revenue Service, such a program would be self-financing.

Flexible repayments, plus the use of payroll deductions, would save taxpayers as much as \$3.5-billion a year in default payments. Eliminating the interest subsidy would save another \$2-billion to \$3-billion annually. At the same time, students would have a built-in "insurance" system so that whenever their incomes were temporarily low, their repayments would continue to fit their earnings.

The need for a new financing mechanism for postsecondary education is obvious. At the very time that scholarships beyond high school is becoming more critical for individuals as well as for national economic growth, college costs have accelerated faster than the rate of inflation. The tax dollars available for loans and grants have by no means kept pace with the need. This is true for lower-income families, but equally true for the middle class.

ANYONE with college-age children can attest to the burden of college costs. The College Board reports that by 1991-1992, the cost to an in-state student of four years of college at a four-year public institution averaged over \$25,000, including tuition and fees, room and board, and miscellaneous school expenses. The same education at a private four-year institution was over \$50,000. At the elite schools, total expenses ran closer to \$90,000. Yet, the amount of student aid available from the federal government under existing grant and loan programs has not kept up with these costs.

The largest of the federal loan programs, the guaranteed or Stafford Loan Program, provides a maximum of \$2,625 per academic year for the first two years of undergraduate study and \$4,000 for each subsequent year, up to a five-year maximum of \$17,250. Hence, a student who takes out the maximum amount of Stafford loans over four years still must come up with an additional \$11,750, on average, to attend a public university and at least \$36,750 to go to a private institution.

The growing gap between college costs and available funds means students are in trouble. According to Kenneth C. Green of the Center for Scholarly Technology at the University of Southern California, the "sticker shock" of tuition and fees is forcing students to "buy down." Students who would have gone to private institutions in the past now are selecting public ones. Those who would have gone full time are forced to go part time. Some who would have selected four-year colleges are going instead to two-year schools, and more students from poor homes are going to vocational schools rather than to college—if they go anywhere at all. In a recent *USA Today* survey of high-school graduates, a third of the respondents indicated that they had delayed or indefinitely put off college because of the expense.

The only reason that college enrollment have not fallen precipitously in light of the growing gap between costs and aid is that colleges and universities are themselves assuming a greater share of the burden, providing more grants and scholarships out of their own revenue. A survey by the Higher Education Research Institute at the University of California at Los Angeles, "The American Freshman: National Norms for Fall 1990," noted that between 1979 and 1989, the proportion of freshmen

receiving college-financed grants and scholarships increased from 11.3 to 20.3 percent. Colleges are using part of the higher tuition that they are charging to subsidize low- and middle-income students, in order to help maintain cultural and social-class diversity in the classroom.

If direct, income-contingent loans would make it easier for students to finance their educations and save taxpayers money too,

"The growing gap between college costs and available funds means students are in trouble."

who could possibly oppose such a program?

Two distinctly different groups have lined up against such loans for two distinctly different reasons. Profit-oriented banks and service-oriented student-financial-aid administrators both have expressed opposition to direct, income-contingent loans.

Commercial banks generate more than \$1-billion in profits each year from their student-loan portfolios. That profit is virtually assured because the banks are protected against defaults by government guarantees. Thus banks object to direct government loans because such loans would force them to give up a lucrative, risk-free market. Furthermore, those who

are part of the vast bureaucracy that services the current array of loans—the specialized private and quasi-public student-aid-financing agencies in each state—also are resisting direct loans; they fear that if these loans are successful, their services will no longer be needed.

Some campus-based student-aid administrators, on the other hand, oppose the loan proposal for a very different, though

are the current array of loans—the specialized private and quasi-public student-aid-financing agencies in each state—also are resisting direct loans; they fear that if these loans are successful, their services will no longer be needed.

Some campus-based student-aid administrators, on the other hand, oppose the loan proposal for a very different, though

equally basic reason. Based on their previous experiences with the government, they fear that the federal bureaucracy is incapable of running a large-scale loan program independent of the commercial banks. They suspect there will be too much red tape and that their jobs will be come more onerous.

In responding to this concern, proponents of direct loans generally acknowledge that it would be absolute folly to initiate a new loan program without broadly involving financial-aid administrators when the program's rules and regulations are written. Also, as with other government innovations, Congress would be well advised to begin with a demonstration program, such as the plan the Senate Finance

Bury Bluestone is professor of political economy at the University of Massachusetts at Boston and a senior associate at the John W. McCormack Institute of Public Affairs. Jerome M. Conoco is a senior specialist in the office of student services at the University of Hawaii at Manoa.

MÉLANGE

Making Nature Safe for Biotechnology; American Ideology and the New Russia; Ambitions Other Than Matrimony

THIS POINT OF BIOTECHNOLOGY is to improve upon nature—to replace the natural with man-made organisms and processes in order to increase overall efficiency and profit. The point is to control nature—to control nature to make it safe ultimately for investment. And this means making nature safe for biotechnology, not the other way around...

The most efficient way to control the future is to invent it. That is why we spend so much more to produce valuable engineered species than to protect economically useless endangered ones. And that is why we continually turn whatever wild ecological systems we have, from rain forests to savannas to estuaries, into carefully managed and engineered, and therefore profitable and predictable bio-industrial, production systems.

—Mark Sago, director of the Institute for Philosophy and Public Policy at the University of Maryland. In a recent lecture at the College of Wooster

was very little to color except the bouquets and bridesmaids' dresses. I was a bride every Halloween, and so were half of the other girls in the neighborhood, which probably should have tipped me off to the demographics that would follow those of us born in the '50s and '60s into our adult years. There were hundreds of little brides out there, there were very few little grooms.

Then, sometime in high school, I started cultivating ambitions other than matrimony. By the '70s, I was college and telling the men I dated that I would probably never marry.

This apparently made me more desirable, and I triumphed in the knowledge that independence was sexy as well as ideologically correct. Yeltsin deserves our support, but didn't American psychologists for the Bolsheviks, and even for Stalin, offer the same excuses?

—Stephen F. Cohen, professor of politics and director of Russian studies at Princeton University, in the March 2 issue of *The Nation*

THE BASIC PROBLEM, as always, is the American habit of interpreting Russia through the prism of our own ideology—or finding there only what we seek, and seeking only what we find comforting. For decades, it was an alien

coloring books over and over again, even after she pointed out that all the outfits were white or black and there

Committee approved, to make certain that any administrative problems are addressed and resolved before the program is expanded nationwide.

THE IMPLICIT COALITION between the banks and college financial-aid officers against direct, income-contingent loans does not bode well for helping students and their families cope with the increasingly higher costs of college. Getting the banks to support such a program will not happen, because such a program is not popular, because of narrow self-interest. On the other hand, getting the support of financial-aid officers is absolutely essential to the passage of such a program. This can be done by involving them in developing the program's regulations and operating mechanisms.

Any program that is so good in theory for students, their families, colleges and universities, and American taxpayers should not be allowed to founder on bureaucratic grounds. That is why the practical administrative concerns of the college financial-aid community must be addressed for the very outset of any program.

Direct, income-contingent loans provide the opportunity and structure from which a renewed national commitment to financing college education in this country. We hope this idea's time finally has come.

Bury Bluestone is professor of political economy at the University of Massachusetts at Boston and a senior associate at the John W. McCormack Institute of Public Affairs. Jerome M. Conoco is a senior specialist in the office of student services at the University of Hawaii at Manoa.

Even the plagiarism hunters at *Plagiarism Today* reported that the New York Times could be paragraphs of its article on the plagiarism of former Boston University communications dean H. Fouche Malire directly from the account published in *The Boston Globe*. *The Times* apologized.

And a year or two ago *The Chronicle*

reported that a well-known Western university admitted copying its plagiarism manual without attribution from the plagiarism manual of another major Western school...

The other universities surely said it was sorry and the whole world knew how does an unscrupulous net of literary pinches play with students, who are routinely punished for their plagiarism with failure and suspension!

Perhaps the university should be shamed with penalties more like the ones imposed for athletic recruiting violations. But the English department, mainly from conference participants for two years, take away 20 academic scholarships; but faculty quotes for scrapings in *The New York Times* and *The Monitor/Liberal NewsHour*. Then maybe people would sit up and take notice. Of course none of this will happen, because

Then, sometime in high school, I started cultivating ambitions other than matrimony. By the '70s, I was college and telling the men I dated that I would probably never marry.

This apparently made me more desirable, and I triumphed in the knowledge that independence was sexy as well as ideologically correct. Yeltsin deserves our support, but didn't American psychologists for the Bolsheviks, and even for Stalin, offer the same excuses?

—Stephen F. Cohen, professor of politics and director of Russian studies at Princeton University, in the March 2 issue of *The Nation*

THE BASIC PROBLEM, as always, is the American habit of interpreting Russia through the prism of our own ideology—or finding there only what we seek, and seeking only what we find comforting. For decades, it was an alien

coloring books over and over again, even after she pointed out that all the

outfits were white or black and there

OPINION

LETTERS TO THE EDITOR

How Higher Education Deals With Plagiarism

I am writing in America, even in the rare instances when it produces significant income, is less important than football and basketball, or even field hockey for that matter...

—DENNIS BAIRD
Professor of English and Director of Rhetoric
University of Illinois at Urbana-Champaign
Urbana, Ill.

To the Editor:

In your otherwise thorough article on how sociological journals respond to plagiarism, two of my comments were so abbreviated as to require clarification. In saying that the scholarly record has not been corrected, I mean that Charles Gallmeyer's article continues to be cited in journal articles, textbooks, and scholarly bibliographies on plagiarism, even though Mr. Gallmeyer took a large portion of his information from the earlier publication by the late Louis A. Zurcher.

Second, although most of our commenters know when it comes to them that they should know better, they dispense swift and sometimes harsh justice when students, who are just starting to learn to know better, fail to credit their sources appropriately.

Second, the misappropriation of words has become a way of life in America. We expect our public figures to employ a shade of witiness when they speak to their constituents. We assume that many of our best-selling celebrity authors have their books ghosted. And in work we routinely write letters, memos, and reports that are silently incorporated into the letters, memos, and reports of others. Given this climate, it is difficult to do anything decisive about plagiarism.

Instead of focusing on Mr. Gallmeyer's excesses in university life, the professional societies and journals involved should have published the large overlap between the two fields of scholarship and plagiarism and correctly attribute ideas to Mr. Zurcher's research. Because Mr. Gallmeyer claims to report his own research, the scientific basis is not merely text plagiarism but also plagiarism of research findings. To copy published research is not what we mean by scientific "replication."

Journals routinely publish "erratum" notices to correct typographical errors, why did neither journal notify readers that an entire article was in error? By doing this individually or publishing a list of officials of the professional associations and scholarly organizations, societies helped their obligations as elected officers and as scholars.

My statement that "intention is not a crucial criterion in defining plagiarism" responds to the issue of whether copying is plagiarism only when the writer confesses. An accused writer may plead "not guilty," but the university, journal, or ethics committee should reach its own verdict based on the evidence, and publicly findings to the community of scholars...

Even when a writer insists that the copying was an accident, committees

should protect the integrity of their journal, discipline, and motivate by letting readers and colleagues know that for whatever reason a publication may not be trustworthy research.

Finally, Mr. Gallmeyer asks why the plagiarism charges did not go directly to the American Sociological Association, but went instead to him. He is a member of the Society for the Study of Symbolic Interaction. When the alleged plagiarist was first reported to me, Mr. Gallmeyer was not an ASS member, and neither journal is affiliated. He was a member of the symbolic interaction society, however, and I was an editor for its journal, in which Mr. Zurcher's article was published.

By his campus I reported through confidential faculty channels that rumors of plagiarism were spreading at a scholarly meeting.... The information was not widely known, but the university's reputation of the scholarly and professional character of a probability instructor and researcher, including the truthfulness of his employment résumé. To report these charges for investigation was my ethical obligation under our university code of faculty conduct, which—unlike some of my colleagues—regards plagiarism as a very serious violation.

—STEVEN L. GALLMEYER
Professor of Sociology
California State University at Los Angeles
Los Angeles, Calif.

To the Editor:

Scholarly plagiarism may turn out to be "wrong without remedy." If Charles P. Gallmeyer is in "limbo" as he is accused, consider my experience

with what I call "in-house" results from scholarly plagiarism, preferably in terms of dollars. I predict prevention—even by close refereeing—will be difficult, if not impossible.

EILEEN N. WAGNER
Attorney at Law
Richmond, Va.

To the Editor:

Dominique Reznick asks, "If we don't take a stand on plagiarism, what the hell are we standing on?"

I would reply: Take a stand on accuracy. The author who writes things that are not true causes much hurt than the one who simply neglects to mention, when presenting valid material, that someone else has written the same things in the past.

Like most scholars, who believe that their work has been printed, I would nothing. As a lawyer myself, I realize the personal risk is great and the prospect of redress too low. In a lawsuit for common law copyright infringement, I would carry the burden of showing that this author had prior access to my work and that his introduction to it was in the same place as mine. That's a tall order.

Even if I could prove all that, I could show no monetary damages. Likewise, the appearance of his article didn't prevent my work from being published. If I could show no financial loss, I probably couldn't recover the cost of my lawsuit, let alone thousands of dollars.

Writing an accusation short of suing to court would open me. In turn, to a lawsuit for defamation if there were the least chance that I might not be able to prove my accusations right.

Thomas Mallon's work, *Stolen*



"That was a great lecture. Have you considered doing a video?"

"Copyright Law Needs to Include 'Fair Use' for Course Materials," (February 12). The frustrations of securing permission from publishers and the unreliability of some publishers' pricing schedules are common knowledge to students. However, Mr. Kline's omitted fact about the Kinko's suit (*U.S. News & World Report v. Kinko's Copy Center Corporation*) that has caused so much chaos in the academy. The judgment in that case only extends to for-profit copy shops. Universities that run in-house copy shops may enjoy a protection similar to the protection library copy-right users enjoy. Publishers cannot indiscriminately copy in either case, and universities may decide to test the point. But short of sending students to the reserve desk, if non-profit, in-house copy shop may be the best short-term solution.

It is perhaps understandable to expect Mr. Tuckett to point this out given his association with a proprietary copy shop. And he is surely right in arguing for reform of the copyright law's guidelines on photocopying for educational use. From my research I have come to the conclusion that the real conceptual error is to assume that copyright holders have a perfect right to set prices and terms for permission to use their work.

Antiright suits in the music industry corrected this error in our thinking about property rights for music. The clearinghouses in that industry have streamlined royalty collection and do not grant copyright holders unlimited discretion to set royalty fees. Ironically, it is easier for a bar owner to legally play records on a juke box than it is for uni-

versity students to do the same. The problem is that the clearinghouses have a much more difficult time collecting from individual users than from bars and restaurants.

Mr. Tuckett is right in his argument that the problem is not with the clearinghouse, but with the law. The problem is that the law is not clear enough to allow for a balance between the rights of copyright holders and the needs of users.

Edwin E. Moise
Professor of History
Clemson University
Clemson, S.C.

'Fair use' questions plague copyright law

To the Editor:

Raymond Tuckett made some good points in his Opinion piece,

"Continued on Following Page"

Letters to the Editor

Continued From Previous Page
versity professors to legally split the Western tradition in their classroom.

MARK ALBINO
Assistant Professor of Anthropology
Georgia University
Spartanburg, South Carolina

To the Editor:
Raymond Tuckett's commentary on the need to revise the copyright law identifies some of the problems the Kinko's decision and its application have created. But its negative effects go far beyond the difficulties experienced by Tuckett in securing permission to reprint materials for course packets.

Exceedingly narrow interpretations of the concept of "fair use" as specified in the copyright law have caused many difficulties for teaching problems for students, teachers, and scholars. Some of the difficulties experienced by myself and other colleagues are illustrative. Concern about possible copyright infringement has reached such heights here that the employees of the campus copy shop generally refuse to photocopy any document that bears a copyright.

Consequently, they will not even consider photocopying or even a portion of an copyrighted journal article if a faculty member or student may require for research, teaching, or study, even though such copying and use clearly fall within the "fair use" concept as specified by the law. They have even refused to photocopy single copies of articles that I have written, although after extended discussions they have usually relented on this point.

Tuckett suggests that the costs and difficulties involved in copyright law problems for courses such as mine will drive faculty members to abandon the use of packets and to place manuscripts on reserve in the library. That may well be true, but they may find scant refuge for those materials in university and college libraries. On this campus, the library will only put a photocopy of an article or book chapter on reserve or on loan if it overruns the periodical or book stock policies and includes constraints on instructors' ability to teach effectively and denies students reasonable access to published materials.

Perhaps the problems with photocopying and the copyright law that I have experienced are unique. I hope that is the case, but I doubt it. The long-term effects of the present copyright law may be to further enrich publishers and a tiny minority of authors, but for most students, teach-

ers, and scholars, it reduces the free flow of information and will have serious negative consequences on teaching, research, and the creation of new knowledge. Congress should revise the present copyright law to protect the legitimate needs of the scholarly community.

KURT R. B. KLEIN
Associate Professor of Geography
University of Akron, Ohio

To the Editor:
The article on problems with class reading packets assembled and copied for courses struck a very raw nerve. I teach a course for which a commercial reader exists. I had no alternative except to assemble my own textbook. I am not afraid of my own work, but copyright lawyers and scholars. Some of the difficulties experienced by myself and other colleagues are illustrative. Concern about possible copyright infringement has reached such heights here that the employees of the campus copy shop generally refuse to photocopy any document that bears a copyright.

Consequently, they will not even consider photocopying or even a portion of an copyrighted journal article if a faculty member or student may require for research, teaching, or study, even though such copying and use clearly fall within the "fair use" concept as specified by the law. They have even refused to photocopy single copies of articles that I have written, although after extended discussions they have usually relented on this point.

Tuckett suggests that the costs and difficulties involved in copyright law problems for courses such as mine will drive faculty members to abandon the use of packets and to place manuscripts on reserve in the library. That may well be true, but they may find scant refuge for those materials in university and college libraries. On this campus, the library will only put a photocopy of an article or book chapter on reserve or on loan if it overruns the periodical or book stock policies and includes constraints on instructors' ability to teach effectively and denies students reasonable access to published materials.

Perhaps the problems with photocopying and the copyright law that I have experienced are unique. I hope that is the case, but I doubt it. The long-term effects of the present copyright law may be to further enrich publishers and a tiny minority of authors, but for most students, teach-

ers, and scholars, it reduces the free flow of information and will have serious negative consequences on teaching, research, and the creation of new knowledge. Congress should revise the present copyright law to protect the legitimate needs of the scholarly community.

KURT R. B. KLEIN
Associate Professor of Geography
University of Akron, Ohio

To the Editor:

If the two gentlemen in Chris Brown's Post Script were truly Latin scholars, then they would exchange "culpa" instead of "culpas!" As a former Latin teacher, I could not let this go uncorrected.

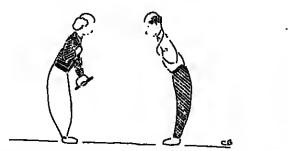
PATRICIA H. PHELPS

Adjunct Professor of Secondary Education
University of Central Arkansas
Conway, Ark.

To the Editor:

Six editors of *The Chronicle* debated its policy for a total of 1/2 person-hours (two favored more culpas) and came down on the side of mer culpas for reasons so obscure that none of us can remember what they were. Nostim culpa. —THE EDITOR

Culpo, Culpas, Culpat



TWO LATIN SCHOLARS EXCHANGING
MER CULPAS

Addressing criticism
of scholarship on de Soto

To the Editor:

The allegations of scholarly malfeasance summarized by David Henge in his letter ("We may never know if 'de Soto camped here,'" Letters to the Editor, February 5) were first presented by him at a conference on the de Soto expedition at the University of Arkansas in 1990. His presentation, along with a response by me, Chester DePratter, and Marvin Smith, will be published next year by the University of Arkansas Press in a volume edited by G.

WALTER W. UHLHART
Assistant Professor of Biology
Culver City, Calif.

CHARLES H. HORN
Professor of History
University of Arkansas

OPINION



March 18, 1992

THE CHRONICLE OF HIGHER EDUCATION

Bulletin Board

How to use this service

Readers of *The Chronicle* are invited to use these columns to find candidates for both hole openings on their campuses, to seek new positions, and for other appropriate purposes.

Classified advertising rates (per insertion)

Display \$62 per column inch (boxed ads)
Regular: \$1.25 cents per word (type size)
Box number service: \$15 additional charge

No discount for multiple insertions

How to place ads

Please specify preferred publication date(s), format, and billing information.

Phone: (202) 486-1050, Monday, 9 a.m. to 2 p.m., Eastern time; Tuesday through Friday, 9 a.m. to 5 p.m., Eastern time.

Telex: 89-2610, 24 hours a day, 7 days a week.
Cable: CIRCUIT WASHDC, 24 hours a day, 7 days a week.

Teletypewriter (FAX): (202) 296-2691, 24 hours a day, 7 days a week.

First class mail: Bulletin Board, The Chronicle of Higher Education, Suite 700, 1255 Twenty-Third Street, N.W., Washington, DC 20037.

Special delivery or express mail: Bulletin Board, The Chronicle of Higher Education, Suite 700, 1255 Twenty-Third Street, N.W., Washington, DC 20037.

Issue Date Closing Date

April 1 Monday, March 23, 2:00 p.m.
April 8 Monday, March 30, 2:00 p.m.

April 15 Monday, April 6, 2:00 p.m.

April 22 Monday, April 13, 2:00 p.m.

April 29 Monday, April 20, 2:00 p.m.

May 6 Monday, April 27, 2:00 p.m.

May 13 Monday, May 4, 2:00 p.m.

May 20 Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 20, 2:00 p.m.

Monday, April 27, 2:00 p.m.

Monday, May 4, 2:00 p.m.

Monday, May 11, 2:00 p.m.

Monday, March 23, 2:00 p.m.

Monday, March 30, 2:00 p.m.

Monday, April 6, 2:00 p.m.

Monday, April 13, 2:00 p.m.

Monday, April 2

WILEY COLLEGE

Invites applications and nominations for the following faculty and administrative positions. Wiley College is a small liberal arts institution affiliated with the United Methodist Church and is a member institution of the United Negro College Fund.

Associate Dean

Wiley College seeks nominations and applications for the position of Associate Director of Athletics full-time, 12-months. Administrator with an interest in sports administration and experience in the office of the athletic director responsible for the development, implementation, and assessment of the institutional program and its faculty recruitment and development. Candidates must have a minimum of three years of experience in college-level teaching, research, and student advisement. Experience in classroom teaching, research, and administrative experience. Experience in evaluating curricular needs is a necessary requirement. The Ph.D. in a related field is preferred. Salary commensurate with qualifications and experience. As a respect for tenure traditions and constituency of the college.

Please send application, resume, list of references, and other supporting materials to Dr. David L. Bechtel, President, Wiley College, Marshall, Texas 75670.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Salary commensurate with experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Responsibilities include teaching undergraduate related courses, providing leadership for the teacher preparation programs, and encouraging faculty research.

Chairperson, Division of Humanities

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including students, faculty, staff, alumni, local businesses and financial support groups; long-range planning, marketing, academic administration, and research. Salary commensurate with experience and education. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Business and Social Sciences

Candidates must have evidence of qualifications for the position as full professor, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Also, there should be demonstrated experience in programmatic planning and evaluation.

Responsibilities include teaching courses in a specific discipline, curriculum development, participating and encouraging research among the developmental stages of the discipline.

Assistant Professor of Physical Education

The successful candidate will give direction and leadership to an independent study in Sociology and Social Work. A doctorate in the discipline is required. Candidates must have a minimum of five years of college teaching experience.

Assistant Professor of Sociological/Social Work

The successful candidate will teach undergraduate introductory and upper level courses in Sociology and Social Work. A doctorate in the discipline is required. Candidates must have a minimum of five years of college teaching experience.

Professor of Physical Plant

The successful candidate is responsible for directing, coordinating and participating in the activities of the physical plant department as it relates to planning, scheduling, maintaining, repairing, and replacing, and repair of the college's buildings, equipment, equipment, and maintenance of grounds and facilities.

The fellowship extends from September through May. Applications are expected to have a doctorate or a professional post-graduate degree in education or for application materials is January 1, 1993 for fellowship beginning September 1993. Recipients will be notified by March 15.

Professor of Psychology

The successful candidate will teach introductory and upper level courses in psychology. The professor will serve as advisor to the psychology club in cooperation with appropriate division heads and administrative office director. Submit applications, resume, including the names, addresses and telephone numbers of three references, and a statement of purpose and have official transcripts sent by April 15, 1992 to: Wiley College, Personnel Office, 711 Wiley Avenue, Marshall, Texas 75670.

AN EOEA EMPLOYER**New York University**
RESIDENCE HALL MANAGER

Department Of Housing & Residence Life
Responsible for the student development and administrative operation of a residential dormitory or residence hall. Duties include selection, training, and supervision of student and hall staff; and the development and coordination of administrative services, including financial management, staff training, course location, committee responsibility; incoming and outgoing reports.

This is a fixed-term position offering a competitive salary plus furnished apartment, university-paid rent, free NYU health plan for spouse and children, and other excellent benefits. Candidates should send cover letter and resume with name of three references by April 13, 1992 to: Director of Housing & Residence Life, Department of Housing and Residence Life, NYU, 8 Washington Place, New York, NY 10003. NYU encourages applications from women and members of minority groups.

Elementary Childhood Education: Elementary/Preschool Childhood Education Bachelor of Science in Early Childhood Education, New Zealand. Beginning August 15, 1992. Full-time. Candidates should hold a full-time certificate in primary grade teaching and a minimum of three years' teaching experience. Candidates should have knowledge of child development, curriculum, and methods of teaching. Minimum of three years' teaching experience. Send resume and three letters of recommendation to: Dr. Linda H. Pribble, Chair, Department of Education, Oakland University, Rochester, Michigan.

Elementary Education: Teacher Educator Bachelor's degree in elementary education or equivalent with at least one year's experience in the elementary level. Experience in the classroom is preferred. Candidates should have knowledge of child development, curriculum, and methods of teaching. Minimum of three years' teaching experience. Send resume and three letters of recommendation to: Dr. Linda H. Pribble, Chair, Department of Education, Oakland University, Rochester, Michigan.

Elementary Education: Teacher Educator/Elementary/Preschool Childhood Education Bachelor's degree in elementary education or equivalent with at least one year's experience in the elementary level. Experience in the classroom is preferred. Candidates should have knowledge of child development, curriculum, and methods of teaching. Minimum of three years' teaching experience. Send resume and three letters of recommendation to: Dr. Linda H. Pribble, Chair, Department of Education, Oakland University, Rochester, Michigan.

Elementary Education: Teacher Educator/Elementary/Preschool Childhood Education Bachelor's degree in elementary education or equivalent with at least one year's experience in the elementary level. Experience in the classroom is preferred. Candidates should have knowledge of child development, curriculum, and methods of teaching. Minimum of three years' teaching experience. Send resume and three letters of recommendation to: Dr. Linda H. Pribble, Chair, Department of Education, Oakland University, Rochester, Michigan.

**St. Bonaventure University
DIRECTOR OF ATHLETICS**

St. Bonaventure University invites applications/nominations for the position of Director of Athletics full-time, 12-months. Administrator with an interest in sports administration and experience in the office of the athletic director responsible for the development, implementation, and assessment of the institutional program and its faculty recruitment and development. Candidates must have a minimum of three years of classroom teaching, research, and administrative experience. Experience in evaluating curricular needs is a necessary requirement. The Ph.D. in a related field is preferred. Salary commensurate with qualifications and experience. As a respect for tenure traditions and constituency of the college.

Please send application, resume, list of references, and other supporting materials to Dr. David L. Bechtel, President, Wiley College, Marshall, Texas 75670.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Humanities

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Business and Social Sciences

Candidates must have evidence of qualifications for the position as full professor, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Humanities

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Business and Social Sciences

Candidates must have evidence of qualifications for the position as full professor, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Assistant Professor of Physical Education

The successful candidate will give direction and leadership to an independent study in Sociology and Social Work. A doctorate in the discipline is required. Candidates must have a minimum of five years of college teaching experience.

Chairperson, Division of Humanities

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Business and Social Sciences

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Humanities

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Business and Social Sciences

Candidates must have evidence of qualifications for the position as full professor, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

Chairperson, Division of Humanities

Candidates must have appropriate degrees, demonstrated managerial capability, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Business and Social Sciences

Candidates must have evidence of qualifications for the position as full professor, and a proven record of teaching across disciplines. In addition, candidates must possess a demonstrated ability to work with diverse student groups, including experience and reference to the development of successful partnerships.

Chairperson, Division of Education

Wiley College invites applications for an earned doctorate from an accredited institution with experience in educational administration, background experience in public or private education, including at least three years of classroom teaching, research, and administrative experience. Also, the candidate should have a strong scholarly record, and should be capable of providing creative leadership for a division and establishing a positive working relationship with students.

**The University of North Carolina at Greensboro
RESEARCH SCIENTIST**

The University of North Carolina at Greensboro is seeking talented biologists, particularly those with a strong interest in behavioral ecology, to conduct research projects in the area of animal behavior. The University's research programs have experienced significant growth in recent years.

The University's research interests include the effects of environmental pollutants on animal behavior, especially in the context of global climate change.

Successful applicants will be expected to:

• Have a Ph.D. in a relevant field.

• Have a strong publication record.

• Have a commitment to teaching.

• Have a commitment to research.

• Have a commitment to service.

• Have a commitment to diversity.

• Have a commitment to the environment.

• Have a commitment to the University.

• Have a commitment to the community.

• Have a commitment to the state.

• Have a commitment to the nation.

• Have a commitment to the world.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

• Have a commitment to the past.

• Have a commitment to the present.

• Have a commitment to the future.

End Paper



Conjuring New Forms From Nature

ARTISTS ARE MAGICIANS. Well, not exactly magicians, but for several thousand years societies have revered their artists as people with pictorial skills and some transforming way of seeing. This has always earned them a special place. Artists are called visionaries, seers, and visionaries; people touched by a higher power who through their gifts can create life anew. Ed Shuy, of course, does not claim for himself any particular spiritual high ground, but his sculptures exhibit precisely those qualities that have always impressed the lay public. He takes common materials from nature, and through his intervention, intelligence, vision, and will, changes them into something else that is both simple and wonderful. He transubstantiates.



Ed Shuy finds his raw materials by foraging around in nature, collecting twigs and leaves. He uses these to make molds into which he pours bronze, preparing the materials for their final metamorphosis. Shuy takes his bronzed sticks and leaves, and oranges and welds

them together to form the armature of a new shape or creature. In Shuy's hands, Nature again creates life, the rhythms of being recycle into new form, the stuff of existence bears unexpected further fruit. He senses the almost genetic similarities that bind all life, and its potential for recombinant display.

The text above is by Jones Yood, lecturer in art theory and practice at Northwestern University. It is excerpted from *Spirited Visions: Portraits of Chicago Artists* by Patty Carroll, a studio professor in photography at the Illinois Institute of Technology's Institute of Design, and Mr. Yood. Copyright © 1991 the University of Illinois Press.

Officials at Lynn University can breathe a sigh of relief. A major donor who had been rattled by an unflattering newspaper article has withdrawn her threat to drop local charities from her will. Last month *The News*, of Boca Raton, Fla., charged that the donor, Countess Henrietta de Hoerale, was a fake. The article said that Countess de Hoerale had bought her title for \$20,000 in 1981 from a "sick, charming old man who's notorious for being the same scum as his father."

Countess de Hoerale, who reportedly has given about \$4 million to various causes in the area since 1982, was so upset by the article that she and her husband, Adolf, vowed to strike from their wills \$22 million for charities.

But local citizens rallied behind the couple. And Lynn University students wrote letters of support to the count and countess, who have given to the campus over the past decade. Last fall the couple gave Lynn \$2.5 million for a new gymnasium that will be named for them.

The messages were heard. The couple decided to keep the charities in their wills. Although Lynn officials don't know how much money—if any—the couple might have designated for the university, they're happy the turmoil is over for donors.

"They're very gracious people," says Jan Clark, Lynn's director of institutional relations. "We never changed our intention of the count and countess. And we were very upset about the article."

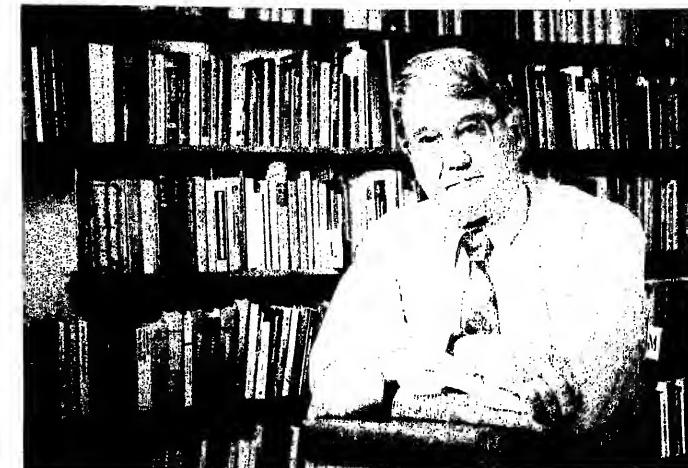
The California Attorney General's office is investigating the \$100,000-a-year salaries plus benefits paid to the managers of the Stanford Bookstore. The compensation is already under scrutiny by the state's division of labor.

Attorney General Daniel E. Lungren will look into whether the compensation packages violate state laws that govern non-profit organizations, a spokesman for Mr. Lungren said.

The store, a non-profit, tax-exempt corporation, rents space on the campus and is independent of the university. Eldon Speed, the store's general manager, and Phillip Chianese, its assistant manager, are believed to be the highest-paid college-bookstore managers in the nation. Their benefits include a vacation home, a motor home, a sailboat, and the use of several luxury cars.

Robert Welberg, a board member and a professor of law at Stanford who is overseeing the board's investigation, said the compensation packages might involve "matters which should be corrected beyond questions of legal compliance." The board has hired two law firms and an accounting firm to review the situation.

Business & Philanthropy



Richard L. Wentworth, director of the U. of Illinois Press: "Unless a book is really important, we have to look more closely than ever at the market situation."

Many University Presses Are Forced to Put New Emphasis on the Bottom Line

By JULIE L. NICKLIN

Facing budget cuts and a dwindling library market for their books, some university presses are being forced to publish fewer titles, reduce print runs, and delay new projects.

Now the cost cutting brought on by the recession has exacerbated the situation. As many as 20 university presses may see cuts in their subsidies this year, and a few may be eliminated, according to the Association of American University Presses.

As a result, some presses are postponing or dropping their publication of certain books and monographs simply because they won't sell enough to cover costs or return a profit this year.

Some university presses are reluctant to talk about the financial problems they face. Their directors fear that once the news is public, scholars will take their manuscripts to other publishers, thus further harming the very operation the directors seek to protect.

Small and medium-sized presses at public universities have been hit hardest by the recession, press directors say, because their support comes from the states, many of which are financially strapped themselves. Older and larger presses—and especially a few such as the Yale University Press that have endowments to cushion them in poor economic times—are better off. But they haven't been immune to the recession.

Series Dropped at Nebraska

Many of the approximately 80 university presses still depend upon their parent institutions to support part of their operating budgets, with the remainder coming largely from sales.

Officials at the University of Nebraska Press, which took a \$12,700 cut in its \$250,000 subsidy this year, have decided to stop printing three series of monographs to save money. They plan to drop the *Bulletin of the University of Nebraska State Museum*, a series of scientific monographs produced by museum officials; the *Nebraska Study Series*, a collection of academic monographs written by professors and alumni of the university's Lincoln campus; and the press's five-year-old se-

\$52-Million Gift to Texas A&M Is Believed to Be Largest Ever to a Public University

COLLEGE STATION, TEXAS

An alumnus has given Texas A&M University 1,000 acres of land on the island of Guam—a spread valued at \$52-million.

The gift, from Dwight Look, Class of 1943, a self-employed engineer living in Simeji, Guam, is believed to be the most valuable ever made to a public university. University officials announced the donation this month as they publicly opened a \$500-million fund-raising campaign.

The gift is the latest in a long succession of impressive gifts to public universities. Texas A&M President William H. Mobley said private funds would be increasingly necessary as state support for higher education dwindled. Money from state general revenues accounts for 35 percent of the university's fiscal 1992 budget—down from 40 percent 10 years ago.

"We are no longer a 'state supported' institution, but rather we are 'state assisted.'

Continued on Page A33

Plans to Sell the Land

The university plans to sell the land and use the proceeds to establish endowments for its College of Engineering and Sterling C. Evans Library. With the gift, the university has raised a total of \$185-million

Continued on Following Page

University Presses Are Forced to Put New Emphasis on the Bottom Line

Continued From Previous Page
“The Modern Scandinavian Literature in Translation.” About 700 scholars buy the literature series, which officials of the press describe as “unique to academic.”

The three monograph series weren’t making money, the officials say, which puts the Nebraska press in a new—and uncomfortable—position: eyeing the bottom line of its operation. “They were the most conspicuous for using resources without generating income,” says Willis G. Rieger, director of Nebraska’s press. “We are concerned about dipping parts of our mission if we become what the administration has dubbed a profit center.”

He adds: “It’s disconcerting when the scholarly value of a work starts to be determined by its immediate financial value. That immediacy is what gives me the cold-chill chills.”

Threat at Stanford

On other campuses, the cuts could be more severe. The existence of the Stanford University Press, which receives about 10 percent of its budget from the university, is threatened. The university, troubled by a controversy with the federal government over research costs, is looking to trim about \$40-million from its budget over the next few years. Along with other parts of the university, the press is under review for possible reduction—or elimination.

“The support to the press is a significant item,” says Grant A. Barnes, its director. “It’s conceivable the university could decide to abandon the press—to close it up.”

At the Ohio State University, professors fought a proposal by the institution last fall to close the university’s press. Now press officials wonder whether the operation will receive its \$300,000 subsidy next year. The university has temporarily

The Robert Wood Johnson Foundation, seeking to improve the training of prospective physicians, has awarded about \$20-million to eight medical schools.

The grants were awarded under the “Preparing Physicians for the Future” program. According to foundation officials, it was designed to help future physicians respond adequately to the rapid advances in science and to the changing needs of patients.

Among other steps, the medical schools plan to restructure basic-science instruction, hoping to make it more relevant to clinical training. The schools will also provide students with in-depth clinical experience in hospitals outside their facilities.

The grant recipients, selected from the 12 medical schools that received planning grants under the program in 1990, are:

- Columbia University College of Physicians and Surgeons, \$2.3-million.
- The Johns Hopkins Univer-

sity withdrawn its commitment to give the press an annual subsidy.

In six years, the press nearly doubled its annual output of books, and it now produces five academic journals. But the inventory of unsold books has built up faster than sales. At the end of fiscal 1991, the press reported a \$724,000 deficit.

12% Cut at Iowa

Press officials are working with the university to restructure their finances. “I wouldn’t make sense to give up on the brand that we have gained,” says Peter J. Girler, director of Ohio State’s press.

This year, the University of Iowa Press received 12 percent less from the university than it had in fiscal 1991—the first reduction in at least eight years. Because the recession-torn state is giving less money to the university, the press expects another subsidy cut next year. Press officials, who wouldn’t release specific figures, say their operation relies upon the university for about one-third of its budget. “We are very tightly organized and financed,” says Paul J. Zimmerman, director of the Iowa press. “Any cut that we receive is going to make it difficult for us.”

You Can Never Stop

That fear is one reason some presses are relieved that they do not rely on university subsidies. Since 1976, Indiana University Press has been self-supporting. Its officials say they already become more conservative about what they publish because they rely mainly on sales to meet their

“We felt it was prudent to be in charge of our own destiny,” says John Gillman, director of Indiana’s press. “If you’re dependent on handouts, you can never be sure that they are going to be there.”

The quality and popularity of books published by the university presses are evident in the frequent



Grant A. Barnes, director of the Stanford U. Press. “It’s conceivable the university could decide to abandon the press—to close it up.”

reviews they receive in leading newspapers, magazines, and scholarly journals, and the awards they receive. Indeed, 11 of the 18 winners of the Association of American Publisher’s 1991 R. R. Hawkins Award for outstanding professional, reference, or scholarly work were published by university presses. Several commercial pub-

lishers acknowledge that university presses have long filled a niche in the publishing world, often breaking ground with innovative scholarly ideas.

University subsidies, endowments, and their tax-exempt status, they explain, have enabled university presses to publish works based on their scholarly value,

Business & Philanthropy

Business & Philanthropy
Emmities at Yale University

Northwestern officials say they have accepted or rejected Mr. Brent’s plan. “The plan was only up for the budget cuts by itself,” says Roxie R. Smith, Northwestern’s associate provost. “It had not been completed at the time Mr. Brent accepted another position.”

Reports of this year’s sales of academic books are mixed—some are up, some are down, and others are flat. Most press directors, however, say that libraries, which are struggling with their own budget cuts and rising materials costs, are buying fewer books, journals, and monographs (*The Chronicle*, February 19). Bookstores and wholesalers are ordering fewer copies and returning more quickly the ones that haven’t sold.

The University of Chicago Press, largest of the country’s university operations, says that in the past four or five months it has seen orders from some wholesalers for new books drop by as much as half. For the second year in a row, the press has also seen a substitution in the number of books that are returned from wholesalers and bookstores. Heavy returns in the past two months have reduced year-over-year increase in sales from 10 percent, which the press originally reported, to 3.3 percent.

“As we ask people for money, the presses don’t see publishing fewer titles as a solution. In bad economic times, their direction say, presses must maintain—or even increase—their publishing lists to build sales. At some point, however, that thought has led to conflict.”

Jonathan Brent says he resigned as director of the Northwestern University Press because the institution didn’t support his desire to add new staff members and increase the number of books from 4,500 a year to 5,000. Although the press receives no cash subsidy from Northwestern, Mr. Brent says he wanted the university to come up with some of the money necessary to expand the operation.

“Getting up to 50 would have helped insulate us against the vagaries of the marketplace,” says Mr. Brent, who is now senior editor of *Philanthropy Notes*.

Philanthropy Notes

- Johnson Foundation awards \$20-million to 8 medical schools
- Yale U. will receive \$10-million to restore aging buildings
- Michigan State U. receives \$5-million for its engineering school

City School of Medicine, \$2.5-million.

■ Oregon Health Sciences University School of Medicine, \$2.4-million.

■ University of Hawaii’s John A. Burns School of Medicine, \$2-million.

■ University of Kentucky Research Foundation, \$2.5-million.

■ University of New Mexico School of Medicine, \$2.5-million.

■ University of Rochester School of Medicine and Dentistry, \$2.5-million.

■ Yale University School of Medicine, \$2.4-million.

The foundation announced in January that it would award \$33-million to medical schools over the next seven years in another program to help increase the number of general

Phixie Family Products Corporation

A foundation has given Michigan State University \$5-million for its engineering school. It is one of the top five gifts made to the institution’s \$10-million capital campaign.

The money, from the Herbert H. and Grace A. Dow Foundation, will help the university’s College of Engineering build a new wing for its Composites Materials and Structures Center.

The gift brings to \$186-million the total in gifts and pledges to Michigan State’s five-year campaign, which began in 1988. (The goal was raised to \$210-million from \$160-million last summer.)

The Dow Foundation, in Midland, Mich., was established in 1936 by Ms. Dow, the wife of Herbert Dow, founder of the Dow Chemical Company. The fund focuses its giving on economic development, education, science, and the arts.

Phixie Family Products Corporation

The original furniture reproduced.

The Star Foundation, which awards grants in medicine and education, was established in 1955 by Cornelius Vander Starr, Mr. Starr, who died in 1968, founded American Internationale Group, Inc., an insurance company.

A second \$3-million gift, from Joel E. Smilow, a 1954 Yale alumnus, will renovate and modernize the Field House at the Yale Bowl.

Built in 1923, the building serves many of the university’s 32 varsity sports. But overseers have let it dilapidated.

The gift will create a reference center in Sterling’s main reading room. The center will be modernized to accommodate personal computers and automated reference tools, while the original architecture will be preserved and

—JULIE L. NICKLIN

PRIVATE SUPPORT FOR HIGHER EDUCATION

Construction Standish in Arizona State

Gifts & Bequests

Coley College, for professorships, \$11,000 each year.

For an auditorium and a dormitory, \$100,000 to St. Anne’s College of Dundee.

For a library and learning center, \$300,000 to Heritage College.

For medical research facility, \$600,000 to Allendale College.

For a language resource center, \$200,000 to Allendale College.

For a library and student center, \$300,000 to the college.

For an auditorium and a dormitory, \$100,000 to the college.

For a library and learning center, \$300,000 to Heritage College.

For medical research facility, \$600,000 to Allendale College.

For a language resource center, \$200,000 to Allendale College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

For a library and learning center, \$300,000 to Heritage College.

Students

Many Colleges Report Increases in Applications, Despite Drop in Number of High-School Graduates

The University of California at Los Angeles is investigating a fraternity's use of a book of songs with sexually explicit lyrics that advocate violence against women and homosexuals.

A copy of the songbook was sent anonymously to the office of *Together*, a campus feminist magazine. Magazine staff members were outraged and prompted leaders of several women's student groups to call for an investigation.

Charles E. Young, chancellor of the university, said he was "revolted" that the fraternity songbook exists at UCLA. The lyrics, he says, are sexist, homoerotic, and violent.

Winton Dobie, vice-chancellor for student affairs, who is overseeing the investigation, said he was "shocked."

Chris Lee, president of the fraternity, Phi Kappa Psi, said the group's songbooks had been distributed to some pledges recently but had since been confiscated and destroyed. The fraternity was suspended last year for "major alcohol violations," a university official said. The suspension lasts until June.

A group of students at Harvard University is calling for the resignation of the Rev. Peter Gomes, the minister at the Memorial Church at Harvard. A rally at Harvard last year, Mr. Gomes announced that he wins every year that homosexuality is an sin," says Robert Wasinger, a sophomore and a member of the group. "The thing that's wrong is obviously not the Bible, so it must be Rev. Gomes."

Mr. Gomes and he wouldn't leave. Nell L. Ruderman, Harvard's president, as well as several administrators, faculty members, and students, have made public statements in Mr. Gomes's support.

Many American college students say they believe in God, have cheated on tests, and plan to vote in the upcoming Presidential election, according to a new poll conducted for "Enquire" magazine.

The magazine surveyed 1,000 students on 27 campuses.

It found that students today are more conservative than those in the 1980's. They drink less and have less sex.

They also say Barbara Bush is more like her than Ronald Reagan.

When asked which career they would choose if they could make \$100,000 a year, about half the students said teaching. Seventeen per cent said they would choose to become lawyers and 11 per cent said they would be investment bankers.



James Williams, dean of admissions at Antioch College:
"Colleges are paying for the kids they want, and letting the others hang."

U. of Minnesota Will Not Recognize or Support Student Group That Promotes 'White Culture'

Officials at the University of Minnesota say the institution will not recognize or financially support a White Students Union that was established by some Minnesota students to promote "white culture" on the campus.

Marvaline Hughes, vice president for student affairs at the university, spoke out against the group this month, a campus rally organized by students to denounce the group. Said Ms. Hughes: "A student organization whose goals are inherently racist will not be recognized as a university organization, and therefore will not be supported financially or in any other way by the University of Minnesota."

Tom David, a senior and the founder of the White Student Union, says the group is being denied access to student-faculty money that other student organizations receive. He says he founded the group because he wanted to "force the university administration to end all racial and sexist action" by discontinuing the use of affirmative action in its recruiting and hiring practices. Mr. David says he has sought advice from the American Civil Liberties Union, which told him, he says, that his group should have the same rights as other student groups.

Mrs. Hughes insists that the university is not obliged to recognize the group. "Tom David and others who share his views have a right to free speech here or anywhere," she says. "That does not include the right to university support."

—SUSAN DODD
Continued on Page A4

Continued From Page A1
scores might not have gained them admission in previous years.

Admissions officials predict that competition for top students will be less because there are fewer of them around. High-school counselors say sets of their students received acceptance letters from selective, private colleges as early as February 1. Many colleges typically wait until the beginning of April to mail such letters, asking for responses by May 1.

"Everybody is nervous," says Bruce Poch, dean of admissions at Pomona College. "Kids are applying to more places and yields will be shaky. Everybody reacts by trying to admit too many students, the wait lists will be full, and there will be wide disparity in financial aid package." Pomona has seen its applications increase by 5 per cent over last year.

No Reason to Feel Safe and Secure

Adds Bob Magee, director of admissions at Indiana University at Bloomington: "There is no reason for any of us to feel safe and secure. The economy is still depressed, and many students may have applied to college in the wishful-thinking mode. Then they get to June and the family looks at the financial aid offers. There is no way we can do this." Mr. Magee says Indiana has received 4 per cent more applications this year than last, primarily from out-of-state students.

Not all private institutions saw their applications increase. Syracuse University received 3 per cent fewer applications than in 1991. Thomas Cummings, vice-president for enrollment management and counseling at Syracuse, says the stagnant economy in the Northeast and the declining number of high school graduates contributed to the decline. The University of Notre Dame reported receiving 6 per cent fewer applications this year.

Several admissions officials say the more selective private colleges will fare better than others when it comes to filling their freshman classes. "People are willing to pay for quality," says Claire Matthews, dean of admissions at Connecticut College. "Some colleges charge the same tuition, but those colleges don't receive the same diploma recognition. People will pay \$30,000 for a Mercedes but not for a Ford." Ms. Matthews says applications to her institution rose by 2 per cent this year.

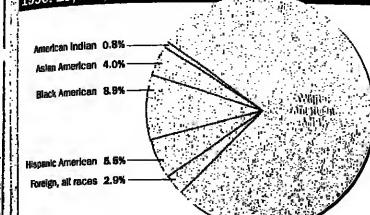
Mixed Picture at Public Institutions

The applications picture at public institutions is more mixed than at private institutions. Many state universities have seen their budgets slashed and have hiked their tuition and fees substantially. Moreover, publicity about budget cutbacks, which have led to the elimination of some majors, and reductions in the number of classes, has led to a drop in the number of applications. San Diego State University, for instance, received about 8,940 applications for next fall, 18 per cent fewer than last

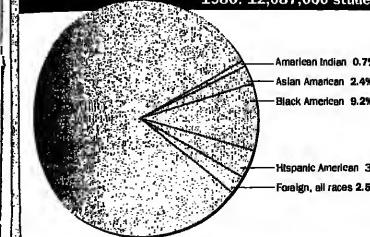
Students

College Enrollment by Racial and Ethnic Group

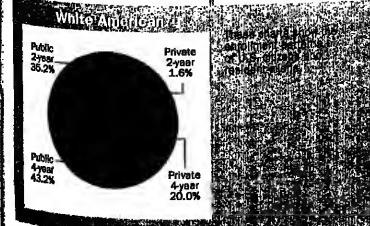
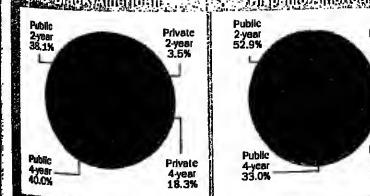
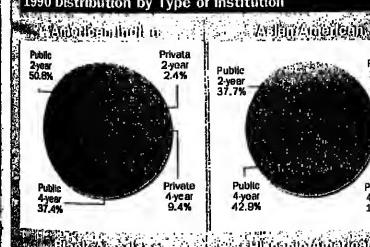
1990: 13,710,000 students



1980: 12,087,000 students



1990 Distribution by Type of Institution



College Enrollment by Race, Selected Years

American Indian	1980	1982	1984	1986	1988	1990	10-year change
All	84,000	88,000	84,000	90,000	93,000	103,000	+23%
Men	38,000	40,000	38,000	39,000	39,000	43,000	+13%
Women	46,000	48,000	46,000	51,000	53,000	60,000	+30%
Private	74,000	77,000	72,000	79,000	81,000	90,000	+22%
4-year	60,000	63,000	58,000	61,000	64,000	72,000	+20%
2-year	37,000	39,000	36,000	40,000	42,000	58,000	+53%
Undergraduate	78,000	82,000	78,000	83,000	86,000	95,000	+20%
Graduate	4,000	5,000	5,000	6,000	6,000	6,000	+50%
Professional	1,000	1,000	1,000	1,000	1,000	1,000	0%

Asian American	1980	1982	1984	1986	1988	1990	10-year change
All	286,000	351,000	390,000	448,000	497,000	555,000	+94%
Men	151,000	189,000	210,000	239,000	259,000	287,000	+90%
Women	135,000	162,000	180,000	209,000	237,000	288,000	+99%
Public	240,000	298,000	323,000	371,000	405,000	445,000	+85%
Private	47,000	55,000	67,000	77,000	91,000	109,000	+132%
4-year	162,000	193,000	223,000	262,000	297,000	343,000	+112%
2-year	124,000	158,000	187,000	195,000	213,000	214,000	+80%
Undergraduate	263,000	321,000	340,000	372,000	421,000	485,000	+62%
Graduate	66,000	81,000	87,000	72,000	76,000	84,000	+27%
Professional	6,000	8,000	9,000	11,000	14,000	18,000	+200%

Black American	1980	1982	1984	1986	1988	1990	10-year change
All	1,07,000	1,10,000	1,07,000	1,08,000	1,13,000	1,22,000	+10%
Men	49,000	45,000	43,000	43,000	43,000	47,000	+3%
Women	63,000	64,000	63,000	64,000	67,000	74,000	+16%
Public	87,000	87,000	84,000	85,000	88,000	95,000	+9%
Private	23,000	26,000	22,000	22,000	24,000	27,000	+13%
4-year	63,000	61,000	61,000	65,000	65,000	75,000	+13%
2-year	47,200	48,000	45,000	46,000	47,000	50,000	+6%
Undergraduate	1,02,800	1,02,800	99,000	99,000	1,03,000	1,12,000	+9%
Graduate	66,000	61,000	61,000	62,000	72,000	76,000	+64%
Professional	13,000	13,000	13,000	14,000	14,000	16,000	+23%

Hispanic American	1980	1982	1984	1986	1988	1990	10-year change
All	472,000	519,000	535,000	518,000	580,000	759,000	+61%
Men	232,000	250,000	241,000	230,000	240,000	344,000	+48%
Women	240,000	269,000	268,000	258,000	250,000	414,000	+73%
Public	408,000	448,000	488,000	528,000	567,000	648,000	+60%
Private	66,000	74,000	78,000	86,000	93,000	110,000	+87%
4-year	217,000	229,000	246,000	278,000	286,000	344,000	+56%
2-year	255,000	281,000	289,000	340,000	384,000	414,000	+82%
Undergraduate	438,000	485,000	530,000	563,000	631,000	702,000	+60%
Graduate	27,000	27,000	32,000	46,000	39,000	46,000	+70%
Professional	7,000	7,000	8,000	9,000	8,000	10,000	+43%

White American	1980	1982	1984	1986	1988	1990	10-year change
All	8,833,000	9,967,000	9,815,000	9,921,000	10,283,000	10,878,000	+6%
Men	4,773,000	4,830,000	4,880,000	4,847,000	4,712,000	4,841,000	+1%
Women	5,060,000	5,123,000	5,025,000	5,073,000	5,170,000	5,037,000	-1%
Public	7,855,000	7,785,000	7,705,000	7,864,000	8,340,000	8,340,000	+0%
Private	2,075,000	2,220,000	2,272,000	2,267,000	2,319,000	2,336,000	+7%
4-year	3,755,000	3,938,000	3,801,000	3,637,000	3,682,000	3,875,000	+8%
2-year	3,250,000	3,280,000	3,200,000	3,200,000	3,200,000	3,200,000	+0%
Undergraduate	6,556,000	6,748,000	6,848,000	6,858,000	6,907,000	6,923,000	+6%
Graduate	1,030,000	1,020,000	1,087,000	1,133,000	1,153,000	1,221,000	+15%
Professional	248,000	246,000	243,000	231,000	223,000	222,000	-10%

Asian American	1980	1982	1984	1986	1988	1990	10-year change
All	12,067,000	12,388,000	12,235,000	12,504,000	13,043,000	13,710,000	+13%
Men	5,988,000	5,999,000	5,885,000	5,988,000	5,998,000	6,239,000	+6%
Women	6,218,000	6,389,000	6,376,000	6,819,000	7,046,000	7,472,000	+20%
Public	9,455,000	9,685,000	9,456,000	9,714,000	10,156,000	10,743,000	+14%
Private	2,630,000	2,693,000	2,777,000	2,790,000	2,887,000	2,970,000	+3%
4-year	7,665,000	7,548,000	7,708,000	7,824,000	8,178,000	8,600,000	+13%
2-year	4,521,000	4,740,000	4,700,000				

Students

Students

March 18, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A39

PENNSYLVANIA—Cont.

VIRGINIA - Cont.									
International Management Schools		Virtuous Schools							
		1%	0%	33%	37%	63%	64%	0%	20,727
Emory University	0.1	1	1	1	1	1	1	1	12,736
University of Virginia	0.1	1	1	1	1	1	1	1	1
Virginia Tech Inst	1.0	1	1	1	1	1	1	1	1
Virginia Polytechnic Inst	0.0	1	0	3	45	98	0	0	86
Virginia Commonwealth Univ	0.0	0	0	0	0	0	96	3	3,104
Virginia State Univ	0.0	0	0	0	0	96	3	10	1,304
Radford Univ	0.0	0	0	0	2	98	0	0	2,268
Emory & Henry College	0.0	0	0	2	4	94	0	0	1,226
Washington & Lee Univ	0.0	0	0	0	0	98	0	0	1,226
Wellesley College	0.0	0	0	0	0	98	0	0	1,226
Wesleyan Univ	0.0	0	0	0	0	98	0	0	1,226
Westminster Theological Seminary	0.0	0	0	0	0	98	0	0	1,226
Westmont College	0.0	0	0	0	0	98	0	0	1,226
Wheaton College	0.0	0	0	0	0	98	0	0	1,226
Widener Univ	0.0	0	0	0	0	98	0	0	1,226
Williams College	0.0	0	0	0	0	98	0	0	1,226
Wittenberg Univ	0.0	0	0	0	0	98	0	0	1,226
Worrell College	0.0	0	0	0	0	98	0	0	1,226
Yale Univ	0.0	0	0	0	0	98	0	0	1,226
Zion College	0.0	0	0	0	0	98	0	0	1,226

1000000000000000

PENNSYLVANIA—Cont.							
	Villanova U	0.1%	1.0%	2.2%	1.0%	93.7%	
20,727	Washington and Jefferson C	0.2	1.4	3.0	6.8	93.3	
2,366	West Chester U	0.0	0.0	0.0	0.0	0.0	
	Business and Tech	0.0	0.0	0.0	0.0	0.0	
66	Wayneburg C	0.0	0.0	53.0	9.7	35.5	
	Westminster C	0.0	0.1	4.6	0.3	94.0	
1,124	Wheaton Theological Seminary	0.0	0.0	1.0	0.1	98.9	
1,232	Susquehanna U	0.0	0.0	0.0	0.0	100.0	
2,256	Wright-Patterson Comm. C	0.6	18.5	4.3	0.6	57.2	

10

10

1

四

1

1

1

1

Men Get 70% of Money Available for Athletic Scholarships, Study Finds

Continued From Previous Page
a survey of sports expenditures for men and women at the request of the National Association of Collegiate Women's Athletics Administrators. The NCAA's research department asked its 847 members for a range of data from the 1990-91 academic year—the number of teams, participants, scholarships, games, and coaches in each sport; recruiting and operating costs; and coaching salaries. More than 75 percent—646 colleges—responded.

Some advocates for women's sports expressed concern about the validity of the survey results. Some feared that the colleges that did not respond might be the ones with the least equity, while others noted that many female sports administrators had not seen the data provided by their colleges.

'I Give the NCAA Credit'

But most women's advocates applauded the NCAA for compiling and releasing the report, saying it demonstrated significant progress for a group that once had tried to derail the establishment of Title IX by suing the federal government. "It gave the NCAA credit for gathering this data," said Ellen J. Vargas, executive director of the National Women's Law Center. "It is now considerably fairer for their members, and I assume they knew it would not be. Putting these facts in the light is in everyone's best interest, and has to be ultimately in the interest of college athletics, though they seem to have been brought to it kicking and screaming."

Added Donna A. Lopiano, director of women's athletics at the University of Texas at Austin: "This study is the first sign that the NCAA is willing to accept a national leadership position in providing equal opportunities for women. It has finally acknowledged the problem and stepped in as a player."

The survey found that by one narrow definition of Title IX—whether female athletes receive scholarship support in proportion

to their representation on teams—the average NCAA college met the law's requirements.

Female athletes at the 253 Division I colleges that responded in the survey received 30.5 percent of the athletic-scholarship money distributed at those colleges, and made up 30.9 percent of the number of athletes. In Division II, women got 31.7 percent of the recruiting and operating costs, and coaching salaries. More than 75 percent—646 colleges—responded.

Some advocates for women's sports expressed concern about the validity of the survey results. Some feared that the colleges that did not respond might be the ones with the least equity, while others noted that many female sports administrators had not seen the data provided by their colleges.

"Putting these facts in the light is in everyone's best interest, and has to be ultimately in the interest of college athletics."

scholarship aid and made up 32.2 percent of the athletes.

"It does appear that there is a good proportion of financial aid being directed to men's and women's programs, based on participation levels that show up in this study," said Michael Schulz.

The NCAA's director, however, pointed out that after numbers did not look so good. Of the \$571,284 that the Division I college spent on operating expenses for its men's teams, 77.4 percent went to men's teams, and 22.6 percent went to women's. Of the \$167,992 spent on recruiting athletes, \$159,132, or 92.8 percent, was directed toward men. And the average Division I college paid its male assistant coaches a total of \$353,339, compared to \$78,131 for its female coaches, or 4½ times as much.

Foothills Plays a Major Role

The picture is even more pronounced at some individual colleges, according to data obtained by *The Chronicle*. Women make up 38 percent of the student body at Vanderbilt University, for instance. Thirty-eight percent of its athletes are women; they get just 24 percent of the athletic-scholarship money and 16 percent of the operating money. At the University of Texas at Austin—which has

lawsuit, but it was clear from the start they wanted to come to an agreement," says Mr. Bryant, executive director of Washington's Triad Foundation for Public Justice. "They understood that there was an equity problem before they made the cuts, and so they saw that trying to make cuts evenhandedly from men's and women's sports had just exacerbated the problem."

After a month of negotiations, the university agreed to reinstate the tennis team immediately—with a budget at least as big as last year's—and to develop a long-range plan to insure its athletics program is in compliance with Title IX. A university panel is expected to recommend a plan by the summer.

"This will hopefully serve as a model to other schools," Mr. Bryant says. "New Hampshire is not only reinstating the women's team, but it is taking the lead in insuring equity in the future."

"We threatened them with a

one of the most successful women's sports programs in the country—just 22.8 percent of the athletes are women; they receive 27.6 percent of the scholarship money.

At almost all colleges that play football, a sport for which there is no comparable sport for women, accounts for a significant portion of the gap between men and women. The survey shows major differ-

ence in the number of participants of each sex on sports teams.

Advocates for women argue that colleges have ignored their responsibility to insure that the number of participants in sports is proportional to their representation in the student body. By that measure, the survey suggests that most colleges fall far short: it shows that female students slightly outnumber males at Division I colleges, but that male athletes outnumber female athletes by nearly 70 percent to 30 percent.

"They're not asking the basic question, 'Why are young women not even a third of the athletes?'" said Ms. Vargas.

In a recent statement about Title IX, the Education Department's civil rights office clarified its requirement that colleges provide equitable opportunities for women. A memorandum prepared for college officials said: "One measurement of compliance with this requirement is whether the rate of participation for male and female students in the athletics program is substantially proportionate to their respective enrollments as full-time undergraduate students."

When a college falls short of that mark, the memo said, it must show a "history or continuing practice of program expansion" for the under-represented sex or prove that the college has fulfilled the interests and abilities of its students.

In the few Title IX cases to have made their way to court, judges, too, have ruled that a college's student ratio is the standard for its ratio of athletes.

If colleges are forced to pay the huge gaps that the study shows in their participation rates for men and women, legal experts say, they will have to expand the sports in which they have given fewer than the allowable number of scholarships. Women's sports, which might have attracted more female athletes,

On Special Panel's Agenda

Those and other questions as likely to be on the agenda of the NCAA's special committee, which will include experts from outside the association as well as inside the group. The panel, he said, will ask whether the association should add rules to promote sex equality, such as minimum participation rates or significant cuts in full-bid scholarships. It will also decide whether it should marginally raise each college's tackle the problem of women's sports.

Advocates for women's sports say the NCAA must confront the problem head-on. If they do, they warn, the courts and the federal government will do it for them.

Congress is primed for action. In the latest of its series of hearings on college sports, the House Subcommittee on Commerce, Consumer Protection, and Competitiveness will examine the issue of gender equity next month.

ATHLETICS NOTES

Judge rejects UNLV team's bid to play in NCAA tournament
U.S. appeals court upholds athlete's right to sue Creighton U.

designed to settle the NCAA's long-standing legal dispute with Mr. Tarakian.

But this year's players argued that they had had no say in a decision that affected their lives significantly. They sued the NCAA and the university for reimbursement.

A lawyer for the NCAA, Peggy Leen, said the players had no legal grounds for their claim. "In the final analysis," she said, "these are Rebels without a cause of action."

While Judge Mosley said he sympathized with the players and believed no injustice had been done to them, he denied their request. "My first instinct was to reach in here and right a wrong," he said.

"There must, however, be a legal reason for doing what I'm doing."

In another development, UNLV's faculty senate did not act on a resolution asking university administrators to abolish basketball for two years if the sport can't be cleaned up. The athletics director, Jim Weaver, pleaded with the senate to let the institution resolve the problems, and the faculty relented.

Briefly Noted
A former basketball player can sue Creighton University for breach of contract for what he claims was its failure to educate him or federal appeals court ruled.

Reversing a district-court ruling, as appeal court in Chicago opened the door for Kevin Ross—who left Creighton in 1982 after playing on its team for four years—to continue

his lawsuit against the institution.

However, the court agreed with the lower court that Mr. Ross could not sue Creighton for "educational malpractice," negligent admissions, or negligent infliction of emotional distress. "We agree—indeed we emphasize—that courts should not 'take on the job of supervising the relationship between college and student-athletes or creating in effect a new relationship between them,'" the appeals court said, quoting the lower court.

Mr. Ross's lawsuit contends that Creighton failed to fulfill its promise to educate him in exchange for playing basketball, denying him tutoring and directing him to less rigorous curricula. Mr. Ross's case drew national attention when he appealed at a highly publicized private university in Chicago, where officials determined that he read at the second-grade level.

Creighton officials say Mr. Ross did not attend classes or attend sessions they provided for him.

—DOUGLAS LEDERMAN

the University of Bridgeport, devastated by financial problems, has announced that it will no longer field intercollegiate athletic teams.

As part of a plan to cut athletic spending by \$600,000, Cornell University will drop four intercollegiate sports—men's and women's fencing and men's and women's gymnastics—by 1993.

Dispatch Case

The Hoover Institution on War, Revolution, and Peace has signed an agreement with Soviet officials to preserve on microfilm the archives of the Communist Party and the government of the former Soviet Union.

The \$3-million project will be undertaken jointly by the conservative think tank, which is based at Stanford University, and the Committee on Archival Affairs of the Russian Federation, which guards the materials.

The project will begin next month, says John Raisian, director of the Hoover Institution, who announced the plan with Rudolf G. Ekkos, chairman of the Russian archives committee.

The microfilms will be accessible to the Russian people and to scholars from all over the world. Copies of the microfilms will be available for research use at the Hoover Institution as well as at the Hoover Library. An international board of scholars will join the directors in selecting material to be filmed.

The two partners in the project also plan to publish selected miscellany of greatest interest in science. The publication program will be carried out in cooperation with the International Committee of Scholarly Advisers, headed by James H. Billington, the Librarian of Congress. Copies of the published documents will be available to researchers at the Library of Congress and at the Russian National Library.

The Hoover Institution is providing financial support for the project. To further the exchange of scholarly information, the institution also plans to give microfilm copies of its own Russian archival holdings to Russia. Hoover has one of the world's largest collections of material on 20th-century Russia.

The University of Ann Arbor in eastern Algeria reopened last week after a five-day shutdown that followed violent protests by students supporting the Islamic fundamentalist movement.

However, the University of Constantine and University Center at Bams were shut down last week for at least 10 days in the face of student protests.

Other universities in the Algiers area had classes disrupted last week, as did several between government security forces and members of the University Movement for the Defense of People's Choice.

Reports from Algeria describe the university campuses as among the last bastions of open resistance to the crackdown on the fundamentalist Islamic Salvation Front by the army-backed government.

Pro-fundamentalist students of Algiers universities have been demanding that the government allow the country's first free elections to go forward and that it stop its repression of fundamentalists.

International

U.S. Urged to Act 'Aggressively' to Aid Researchers in Former Soviet Union

American scientists seek quick action to revitalize research and stem 'brain drain'

By KIM A. McDONALD
WASHINGTON

come quickly. "Time is of the essence," the group said.

The report summarized the results of a closed-door meeting two weeks ago at the National Academy of Sciences of more than 120 scientists and engineers in government, industry, academia, and private foundations.

The project will begin next month, says John Raisian, director of the Hoover Institution, who announced the plan with Rudolf G. Ekkos, chairman of the Russian archives committee.

The microfilms will be accessible to the Russian people and to scholars from all over the world. Copies of the microfilms will be available for research use at the Hoover Institution as well as at the Hoover Library. An international board of scholars will join the directors in selecting material to be filmed.

The two partners in the project also plan to publish selected miscellany of greatest interest in science. The publication program will be carried out in cooperation with the International Committee of Scholarly Advisers, headed by James H. Billington, the Librarian of Congress. Copies of the published documents will be available to researchers at the Library of Congress and at the Russian National Library.

The Hoover Institution is providing financial support for the project. To further the exchange of scholarly information, the institution also plans to give microfilm copies of its own Russian archival holdings to Russia. Hoover has one of the world's largest collections of material on 20th-century Russia.

The University of Ann Arbor in eastern Algeria reopened last week after a five-day shutdown that followed violent protests by students supporting the Islamic fundamentalist movement.

However, the University of Constantine and University Center at Bams were shut down last week for at least 10 days in the face of student protests.

Other universities in the Algiers area had classes disrupted last week, as did several between government security forces and members of the University Movement for the Defense of People's Choice.

Reports from Algeria describe the university campuses as among the last bastions of open resistance to the crackdown on the fundamentalist Islamic Salvation Front by the army-backed government.

Pro-fundamentalist students of Algiers universities have been demanding that the government allow the country's first free elections to go forward and that it stop its repression of fundamentalists.

veloping a plan to help civilian scientists in the former Soviet Union.

"Many of the best science and technology facilities which are standing idle may soon strangle," the report said. "The window of opportunity for U.S. commercial interests to draw on former Soviet Union science and technology achievements may close as other countries select the best commercial targets."

'Critical Decisions' on Priorities

"The new former Soviet Union leadership will soon be making critical decisions in areas such as research priorities, intellectual property rights, and education ac-

Continued on Page A49

Fulbright Official in Hungary Pledges 'Free and Open' Competition



Hubert Brückner, head of Hungary's Fulbright commission: "We are having to change many things. But our higher education is among the most important things we have to reform."

By PAUL DESRUSSEAU
WASHINGTON

To most academics in Hungary, their country's participation in the Fulbright exchange program was for many years something of a state secret.

The Ministry of Education and Culture, which was responsible for selecting the Hungarian fellows to send to the United States, placed notices of application deadlines and procedures only in the most obscure government publications. No mention was made of the name Fulbright or of U.S. government involvement. The handful of fellowships available were awarded primarily to members of a well-connected

ian-American Commission for Educational Exchange—the country's Fulbright commission. Authorized under an agreement signed in December 1990 by the governments of the two countries, the commission also was the first to be set up in a former Warsaw Pact nation. Czechoslovakia now has such a commission, and one is being formed in Poland.

Received United Nations Fellowship
For Mr. Brückner, there was no question of where to begin. "Our first job is to make scholars in my country aware that this program exists for them, and that

Continued on Page A50

Mobutu Stifles Student Dissent With Killings and Terror, U.N. Report Says

By STEVE ASKIN
and CAROL E. COLLINS

NEW YORK
What does a dictator do to suppress student unrest? One dramatic answer is provided by a new United Nations study of government violence against students in the Central African nation of Zaire, whose 40 million people have been ruled since 1965 by President Mobutu Sese Seko.

The report was made public as President Mobutu intensified his action against a pro-democracy movement, which has attracted support far beyond the campuses.

The study offers a chilling portrayal of President Mobutu's use of force to kill dissenting students, suppress campus political activity, and effectively destroy a 12,000-student university, though focused on a May 1990 military attack on students on the University of Lubumbashi in southern Zaire. The study also provides insight into incites that the Mobutu government is now using against dissident intellectuals, human rights activists, religious leaders, and other government opponents.

PATTERNS OF REPRESSION

Human-rights advocates say the report has implications far beyond Zaire, because it highlights patterns of political repression that pervade campuses in many parts of Africa. They note that Zaire is one of many African nations where student protests have helped to set the stage for broader pro-democracy upswings in recent years.

The United Nations Commission on Human Rights appointed Amos



Wako, a special investigator, to prepare a report on the situation in Zaire. His 101-page study analyzes the 1990 raid, which security and military forces killed at least 10 students at the University of Lubumbashi and wounded dozens more. The incident effectively destroyed the university, which had never reopened. Soldiers and police "stacked and gutted" the campus a few days after the attack, Mr. Wako reports, destroying dormitories, classrooms, and research facilities—at least in part to eliminate all traces of the killings.

The incident, widely referred to as the "Lubumbashi Massacre," was a turning point in Zaire's ac-

killed. They attributed the violence to excesses by local authorities who were trying to put a stop to fighting among Lubumbashi students motivated by ethnic strife.

Mr. Wako rejects that explanation. He portrays the Lubumbashi violence as the outgrowth of a nationwide pattern in which President Mobutu's "all pervasive" security apparatus monitors and suppresses political activity throughout the higher-education system and most facets of Zairian society. He blames government attempts to blame the Lubumbashi violence on local officials. He also charges that the government violated international human-rights standards by using lethal force against the Lubumbashi students, and disregarded those standards by obstructing investigations of the killings.

UNUSUALLY FRANK REPORT

A Kenyan lawyer, Mr. Wako was named Attorney General of his country late last year, just as he was completing his investigation of the student killings. His report on Zaire was unusually frank, say observers who are not familiar with the U.N. commission's work. One such observer expressed surprise that it had been made public.

Officials at Zaire's mission to the United Nations in New York did not respond to a request by *The Chronicle* for comment on the report. In Geneva, where the U.N. commission is based, Zaire's observer to the group, Kirikane Muimule, defended his government's action on the massacre, according to an Inter Press Service report.

In April 1990, President Mobutu delivered a speech pledging democratization, which touched off a wave of excitement on Zairean campuses. Lubumbashi stud-

Students in Belgrade Take to the Streets to Oust the Head of the Serbian Government

By DUSKO DODER

BELGRADE
University students staged a Tiananmen Square-style protest here last week against one of the last Communist regimes in Eastern Europe. They were demanding the resignation of Serbian President Slobodan Milosevic, the end to government control of the news media, and legislation to guarantee the university's autonomy.

Demands endorsed at a mass rally also called on the authorities to publish the names of students who died in the unpopular war against Croatia. The students call those deaths "a delayed Tiananmen," and said they held Mr. Milosevic personally responsible.

The students also want the removal of Belgrade University student union leaders, whom they call government stooges.

200 Camp Out

The activists appear to be modeling their protests on those pursued by Chinese students in 1989. For several successive nights, a hard core of about 200 student protesters camped out in icy temperatures in central Belgrade's Terazije Square. Thousands of other students joined the protests during the day.

The center of Belgrade re-



Students run through Belgrade's streets to demonstrate against the government of Serbian President Slobodan Milosevic and voice their opposition to the war with Croatia.

mained blocked to traffic as the students broadcast their demands over loudspeakers. They said they would remain in the square until the demands were met.

Diplomats said that if the protest continued for a week or more, student radicals might harness growing discontent against

the government in Yugoslavia's largest republic. One day before the protest began, tens of thousands of people attended an opposition rally at which speakers blamed the government for economic disaster and the war. Inflation is now rampant in Serbia, food is extremely expensive,

and many people can afford little more than bread and milk.

Mr. Milosevic was clearly worried that the students might get rank-and-file workers to join them. That worry was evident in the armed police around his residence and the bulldozers situated nearby. The government

International

Mr. Kikanke refuted the government claims that blameworthy local authorities. He denied Mr. Wako's obstructions of justice charges.

KILLINGS IN THE 1960'S

Violence and political repression have a long history at Lake Lubumbashi and other Zairian campuses. Student organizations in 1960's, when troops suppressed anti-Muambo demonstrations, killed dozens of students and forced hundreds into the camp. In the early 1970's, Mr. Mobutu's party, the Movement of Popular Revolution, was present on the campuses, says Peter Nzongola-Ntaleja of Howard University professor of African studies, who is a native of Zaire and taught Lubumbashi from 1970 to 1976.

"People were reportedly concerned about what they saw in the classes," he recalled last week. In the late 1980's, Mr. Nzongola-Ntaleja, a former student killed, beat, or otherwise injured neighbors. They deliberately "prodded" their students, he says, leaving behind scars and disfigurement. By 1990, according to Mr. Wako's report, the Muambo government maintained a "secret security system which suppressed all expressions of dissident thought and action" on the campus. Secret faculty members willingly served as government spies, he said, while others were coerced into doing so.

In April 1990, President Mobutu delivered a speech pledging democratization, which touched off a wave of excitement on Zairean campuses. Lubumbashi stud-

ents rallied press and television news to back the movement. In an open letter, the students said they wanted the bloody suppression of similar demonstrations a year ago, they had witnessed "horror, misery, hunger, death." They proclaimed the Terazije Square a "spiritual autonomous region" and appealed in the name of their dead colleagues and those who fled the country to escape the draft that the effort would lead to "a different Serbia, economically more prosperous, politically democratic and spiritually more tolerant."

POSITION IS ERODING

With his political position seriously eroding, Mr. Milosevic could not afford to send police or the army against the protesters to crush the demonstration as he did last year, causing the deaths of two people. Yet if he did not crush the demonstration, it might snowball into an unstoppable movement against him. His only hope was that it would fizz out.

Organizers are worried that student lethargy could kill the movement. Opposition political parties are supporting the students, but diplomats here said the students' goals would be met only if workers joined the protest.

U.S. Urged to Aid Researchers in Former Soviet Union

Continued From Page A47

creditation and related policies; and there are one-time opportunities to influence these decisions. The U.S. can play a leadership role among Western countries in revitalizing former Soviet Union science and technology if we act quickly."

Concerns about the plight of nuclear-weapons scientists in the former Soviet Union prompted the Administration last month to provide \$25-million to establish an international science and technology center in Moscow to employ those researchers.

CONCERN OVER CIVILIANS

"That contribution, which would come from a \$400-million fund proposed by Congress last year to assist in dismantling the Soviet nuclear arsenal, was intended to prevent American weapons researchers from selling their expertise to other countries. Many U.S. scientists have expressed concern that the Administration will ignore civilian scientists in the former Soviet Union who had engaged in fruitful collaborations with American scientists, but are now unable to maintain their research efforts because of the lack of hard currency to buy chemicals and equipment."

To deal with those concerns, the American scientists recommended that an additional \$25-million or more be made available by the United States this year for cooperative research with civilian scientists.

"Programs supported by the United States should be based on mutual benefit and should not disrupt the institute's research programs

March 18, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A49

that extended to cut it off. Mr. Keif said the Russian scientists had sought help from General Atomics, which last month gained approval from the Energy Department and State Department to award the subcontract.

Although scientists in the United States are conducting research on similar fusion-research reactors, Mr. Keif said the funds would purchase millions of dollars' worth of research in an area in which the Russians are considered world leaders.

'OUR BEST AND BRIGHTEST'

"It's a heck of a lot of talent for not much money," he said. Some lawmakers expressed concern over the amount of taxpayer dollars to support Russian scientists while so many American researchers remain unemployed.

Last week Rep. Bill Richardson, a New Mexico Democrat, criticized both the award to the Kurchatov Institute and the \$25-million grant to Russian nuclear scientists.

"The export of American jobs has reached an all-time low," he said. "We are now displacing our best and brightest American scientists. What do the hundreds of American scientists at Los Alamos, Sandia, Oak Ridge, and our other national laboratories facing possible layoffs think of this practice?" They have been toiling against the Soviet bear for years. Because of these scientists we won the cold war. What is their reward? They may be fired and replaced by Russian scientists."

of Atomic Energy in Moscow to pay for the services of 116 Russian fusion scientists.

The Russian scientists, who will work under a subcontract from General Atomics, a company in San Diego, will conduct research on a fusion machine known as the tokamak, a Russian acronym for a toroidal, or doughnut-shaped, reactor.

Philip D. Keif, a spokesman for the Energy Department, said the funds would come from an existing research contract that his agency had awarded to General Atomics. He said General Atomics had had a long collaboration with researchers at the Kurchatov Institute, but that declining Russian support for the institute's research programs had

NEW BOOKS FOR RESEARCHERS...

FALMER PRESS • The International Education Publisher

THE CLASSROOM ARSENAL

Military Research, Information Technology and Public Education

Douglas D. Noble, University of Rochester, New York

"...educational technology has developed rapidly in the [Armed] Services... and is moving into the schools." —E.P. Shriver

This book examines the origins and implications of recent technological paradigm in education. The author traces the influence of power military research on educational technology and current conceptions of learning, problem solving and intelligence. The influence of past and present military research on the development and potential of computer-based education for our future is discussed in detail.

January 1992 • 224 pages

Hardcover 1-85000-956-2 \$79.00 • Softcover 1-85000-957-4 \$29.00

ADVANCING EDUCATION:

School Leadership In Action

Edited by Robin Parfitt, Marryld Hughes, and the late William Walker, all former CCEA Presidents, UK

"...evidence abounds that social research has substantial impact."

—E.P. Shriver

In this book, universal issues of policy and practice are explored and two key leadership roles are described and analyzed. The main objectives of the book are to illuminate significant issues in educational administration; gain awareness of the rapidity and inevitability of changes in the field; and provide a guide for a well-informed administrative action.

Resources for advancing education are suggested by improving the professional development of educational administrators and gaining a better understanding of the relationship of practice to theory and research.

1991 • 224 pages

Hardcover 1-85000-924-1 \$62.00 • Softcover 1-85000-923-X \$26.00

1991 • 300 pages

Hardcover 1-85000-925-2 \$77.00 • Softcover 1-85000-926-0 \$29.00

January 1992 • 224 pages

Hardcover 1-85000-927-2 \$71.00 • Softcover 1-85000-928-0 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-929-2 \$71.00 • Softcover 1-85000-930-0 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-931-8 \$71.00 • Softcover 1-85000-932-6 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-933-4 \$71.00 • Softcover 1-85000-934-2 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-935-2 \$71.00 • Softcover 1-85000-936-0 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-937-8 \$71.00 • Softcover 1-85000-938-6 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-939-4 \$71.00 • Softcover 1-85000-940-0 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-941-7 \$71.00 • Softcover 1-85000-942-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-943-3 \$71.00 • Softcover 1-85000-944-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-945-9 \$71.00 • Softcover 1-85000-946-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-947-7 \$71.00 • Softcover 1-85000-948-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-949-3 \$71.00 • Softcover 1-85000-950-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-951-9 \$71.00 • Softcover 1-85000-952-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-953-5 \$71.00 • Softcover 1-85000-954-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-955-1 \$71.00 • Softcover 1-85000-956-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-957-7 \$71.00 • Softcover 1-85000-958-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-959-3 \$71.00 • Softcover 1-85000-960-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-961-9 \$71.00 • Softcover 1-85000-962-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-963-5 \$71.00 • Softcover 1-85000-964-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-965-1 \$71.00 • Softcover 1-85000-966-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-967-7 \$71.00 • Softcover 1-85000-968-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-969-3 \$71.00 • Softcover 1-85000-970-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-971-9 \$71.00 • Softcover 1-85000-972-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-973-5 \$71.00 • Softcover 1-85000-974-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-975-1 \$71.00 • Softcover 1-85000-976-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-977-7 \$71.00 • Softcover 1-85000-978-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-979-3 \$71.00 • Softcover 1-85000-980-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-981-9 \$71.00 • Softcover 1-85000-982-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-983-5 \$71.00 • Softcover 1-85000-984-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-985-1 \$71.00 • Softcover 1-85000-986-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-987-7 \$71.00 • Softcover 1-85000-988-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-989-3 \$71.00 • Softcover 1-85000-990-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-991-9 \$71.00 • Softcover 1-85000-992-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-993-5 \$71.00 • Softcover 1-85000-994-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-995-1 \$71.00 • Softcover 1-85000-996-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-997-7 \$71.00 • Softcover 1-85000-998-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-999-3 \$71.00 • Softcover 1-85000-100-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-101-9 \$71.00 • Softcover 1-85000-102-7 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-103-5 \$71.00 • Softcover 1-85000-104-3 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-105-1 \$71.00 • Softcover 1-85000-106-9 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-107-7 \$71.00 • Softcover 1-85000-108-5 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-109-3 \$71.00 • Softcover 1-85000-110-1 \$25.00

January 1992 • 224 pages

Hardcover 1-85000-111-9 \$

Fulbright Official in Hungary Pledges 'Free and Open' Competition for Awards

Continued From Page A57
these fellowships are awarded on the basis of free and open competition," he says. "Free and open."

Mr. Brückner has experience with open competition. Asked how he ended up in his present job, he replies: "There was no advertisement in the paper." He adds that a United Nations-sponsored fellowship that brought him to the United States 18 years ago made a great difference in his career. "It has been a fantastic influence through my whole life," he says. "So when I saw this advertisement, I said: 'This is the time when somehow I can pay back for my own very good experience in the States, find help others.'"

Mr. Brückner was in the United States this month for meetings at the U.S. Information Agency, which administers the Fulbright program, and with scholarly groups and grant-making organizations with an interest in Hungary.

The exchange program with Hungary, which began in 1977, has grown sharply. In 1985 only six scholars were going in each direction. This year 41 Americans and 28 Hungarians are in the program for senior scholars, plus six graduate students and eight high-school students from each country. It is the largest Fulbright program in Central Europe after Germany. In Eastern Europe more Americans are involved in exchanges than foreign nationals because Congress has provided additional funds for programs to help build democratic institutions in the region.

\$1.3-Million From the U.S.

Financial backing for the program is split between the two governments. The U.S. contribution will be \$1.3-million next year.

All of the Fulbright programs in Europe are administered by exchange commissions like Mr. Brückner's. His agency, based in Budapest, has six American and six Hungarian commissioners, as well as a staff of six. The operation, which officially opened its doors on January 28, is the first new Fulbright commission formed in Europe in decades.

"Our foreign service at USAID can only go so large, and the Hungarian program, we hoped, would be

growing at such a pace that after a while our cultural-affairs officer would not be able to handle it," says William A. James, an academic-exchange specialist at the USAID. "A commission was a way to responsibly enlarge the program and give it the oversight it needs."

"The key difference for Hungarians right now is that Huber is in charge of an organization that has the trust of the academic community," adds Mr. James. "In the past there was a lot of cronyism and nepotism. This is a real reform of the academic-exchange system."

Computer-Education Leader

Mr. Brückner plans to make the program widely known in Hungary. Among his ideas is to offer seminars to help those interested in applying lesson best to present themselves as paper. "It will help them in their professional development," he says. "And it will allow them in another way that this is really an open competition."

Mr. Brückner has been a leader in computer education and computer-assisted teaching and learning in Hungary and has published 10 books in those fields. He says great enthusiasm for higher education, and because only one in every

10 high-school graduates wins a place at a university, the competition is very keen.

Concern is growing, however, about the regard that academics have for higher education. The low salaries paid to professors, he says, are becoming "a national problem." He hopes the Fulbright program and other new opportunities will help improve morale among the professoriate.

As for the American Fulbright fellows in Hungary, Mr. Brückner plans to hold monthly meetings at which they can compare their experiences. He says the American fellows are being pressed into advisory roles in both informal and official ways as Hungarians go about trying to reshape and improve their education system.

"In Hungary," he says, "we are having to change many things—government, politics, society, the economy. But our higher education is also among the most important things we have to reform. Previously we were forced to use the Russian model, and before that we used the German model. Now we would like to turn to a British or American way of higher education."

"Many American Fulbright people are helping in this," he continues. "They are very involved in things like curriculum development. This is the kind of mutual cooperation that we are seeking through this program. Both sides are equally important."



William A. James of the USAID: "A commission was a way to responsibly enlarge the program and give it the oversight it needs."

Right-Wing Students Spray Tear Gas at South African Leader

By LINDA VERGNANI

CAPE TOWN

Right-wing students at the University of the Orange Free State sprayed tear gas at South African President F. W. de Klerk last week after he spoke to a gathering of about 800 in the campus cafeteria. Mr. de Klerk was uninjured and escaped to safety by security officers. However, South Africa's Minister of Justice, Kobie Coetzee, was taken to a hospital with cracked ribs after panicked students crushed him against a steel door as they tried to flee the scene.

Conrad Jonker, president of the university's student council, said: "We are disappointed that four or five far-right activists have

shown this campus in such poor light. The majority of students respect democracy and are totally opposed to this type of thing."

Mr. de Klerk visited the campus during his campaign to win a Yes vote in this week's whites-only referendum in which South Africans were to determine whether the government should continue its efforts to dismantle apartheid.

The acting rector of the university, Belco Boostra, strongly condemned the incident and said the institution would conduct a full investigation. He said the president had told him that his campus visit was "very positive, and he wouldn't be disturbed by this single incident."

The police were trying to identify

Financial Woes, Exodus of Professors Hobble Reform at Hungary's Colleges

By COLIN WOODARD

RUDEPESZ

Hungarian universities are encountering enormous financial difficulties that are frustrating attempts to reform and westernize higher education here.

"It's easy to change the structure, but it's hard to change the quality of education," says Gyorgy Mundruco, chairman of the statistics department at Budapest University of Economic Sciences. "The basic problem is that salaries are so low that the talented people go away from the university."

Academics are among the casualties of Hungary's transformation to a market economy. Professors here have long been underpaid.

Compared to the Communist system, wages for professors have declined, many are finding it difficult to make ends meet.

In Mr. Mundruco's department, an assistant professor makes about 12,000 forints a month—around \$165. Insurance companies have offered some of these professors salaries of \$10,000, or about \$1,100 a month. "We can't keep our best colleagues," Mr. Mundruco laments. A quarter of his staff have left the university so far this year—all of them hired away by Hungary's rapidly expanding private sector.

Many of the professors who remain in the university hold second and even third jobs to provide for their families.

"Teaching and research are not priorities," Mr. Mundruco says. "There isn't time." With the emerging power of faculty salaries expected in full 20 percent next year because of inflation, the problem is expected only to get worse.

No Outside Income

Hungarian universities receive their operating funds from the state on a yearly basis. With no endowment income, tuition fees, or alumni contributions to help out, the universities usually use their operating money from the Ministry of Culture before the fiscal year ends. While the institutions once were able to apply to the state for more money if they went over budget, that is no longer the case.

The economics university receives a favorable budget because of Hungary's desperate need for newly trained economists. Still, it is unclear how the institution is going to make up this year's projected 10-percent budget deficit.

The situation is no better at other universities. Jozsef Galantai, a historian at Eotvos Lorand University, has watched his department's prestigious library deteriorate.

"Here is a great library, but we don't have the money to buy the books to keep it current," he says.

Fund raising has fallen on the shoulders of the faculty members themselves. Atilla Agi, a member of political science at the economics university, says he and his colleagues meet regularly to develop and coordinate strategies for finding money for special projects, like

Information

FORMER Soviet President Mikhail Gorbachev, who will visit the U.S. in early May, will speak at Emory University's commencement on May 11. While at Emory, he will also meet with Jimmy Carter, who had once invited him to be a visiting professor there. The Carter Center is located in Emory.

Mr. Gorbachev is also scheduled to speak at Harvard and Stanford Universities and at Westminster College in Missouri, where Winston Churchill delivered his "Iron Curtain" speech in 1946.

"Most of the changes at this university were planned by the old rectors. They weren't in response to the change of government."

Harvard University has not had a provost since Paul H. Bock left the post in 1953. Now Neil L. Rudenstein, the university's president, has named Jerry R. Green,

professor of political economy and a member of the faculty since 1970, to the newly reactivated post. Mr.

Rudenstein said Mr. Green would be Harvard's principal university-wide planning officer and "work with

different kinds of individuals, in order to play a

coordinating role across schools and departments."

At Harvard, meetings continue on whether to allow Derrick Bell to continue into a third year his unpaid leave of absence as professor of law (In Brief, March 11). University policy limits such leaves to two years. Officials said Henry Kissinger had been refused an extension when he served as Secretary of State.

In keeping with a legal settlement with several newspapers in the state, the University of Wisconsin last week released the names of the 145 candidates for the presidency of its system. The list did not say whether the candidates had been nominated (perhaps without their knowledge) or had applied for the post.

Reaction came quickly. Within hours, Charles B. Knapp, president of the University of Georgia; D. Bruce Johnstone, chancellor of the State University of New York; Paul B. Marion, chancellor of the State College System of West Virginia; Richard E. Peck, president of the University of New Mexico; Donna E. Shalala, chancellor of the university's Madison campus; Betty L. Steiglitz, president of Kennesaw State College; and H. Patrick Swygert, president of the State University of New York at Albany, all withdrew their names from consideration.

Noting that 145 was a much smaller number of potential candidates than in past searches, Edward Person, chairman of the search committee, said he thought the promise of disclosure had dissuaded some people.

But such an approach has led critics here. "They wanted to do something for everybody," says Mr. Agi. "I think it's a childish idea."

Peter Gianni, a professor at the economics university, says that in Hungary, "it's hard to separate the compromised from the uncompromised people." When Communists left their last days in 1989, he says, there were no political prisoners, "only a small democratic movement—the Magyar Democratic Forum—and most of its members had been party members at one time. It's hard to draw clear lines."

Rumors of a faculty house clearing circulated about a year ago and resulted in a backlash against reform. As a result, changes in university leadership have been slow. While the University of Economic Sciences has a new rector, "most of the changes that have occurred at this university were planned seven years ago by the old rectors," says Mr. Agi. "They weren't in response to the change of government."

Istvan Rev, a professor at the economics university, says for significant changes have come out of free elections here. "You have absolute freedom to do what you want to do at the university," he says. "It's not because the system is liberal and permissive, but because nobody cares."

This year's choice for Jefferson Lecturer in the Humanities met with almost universal approval. Bernard M. W. Knox, who retired in 1985 after 24 years as the founding director of the Center for Hellenic Studies at Harvard University after having served as a professor of classics at Yale University, will deliver the lecture on May 6, in Washington.

Gazette APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Antoinette Ladrola
Cabrini College



Robert Hahn
Johnson State College

Marian C. Janssen
Antioch College



Nancy Cable Wells
Davidson College



Laudelina Martinez
Hispanic Association
of Colleges and Universities

New college and university chief executives: Cabrini College, Antoinette Ladrola; Geneva College, Joseph H. White; Johnson State College, Robert Hahn; Paul D. Camp Community College, Jerome J. Friga; Riverside Community College, Salvatore Rotella; University of Nebraska Medical Center, Carol A. Kemp Aschenbrener; Weston School of Theology, the Rev. Robert A. Wild.

Other new chief executives: Association of Catholic Colleges and Universities, Benito M. Lopez, Jr.; Hispanic Association of Colleges and Universities, Laudelina Martinez.

Appointments, Resignations

Nell L. Rudenstein, president of Golden Gate U., has

announced his retirement, effective June 30.

Linda Campbell, lawyer in San Antonio, to vice-president for institutional advancement and general counsel of the capital campaign.

John M. Crowley, director of special gifts at Cornell U., to vice-president for development and communications at the State of Florida's College at Fredonia.

Emile K. Diehl, Jr., counselor at bicentennial U.S.A., to vice-chairman for development at Pittsburgh Theological Seminary.

Patrice Difesa, administrator at Community College of Vermont, to professor of undergraduate studies at Union Institute in Cincinnati.

James E. Driscoll, chairman of the history department at Denison U., to dean of the college of liberal arts at Ursuline U.

Robert Feldman, former vice-president for development at Boston U., to vice-chairman for external relations at the college at Saint Mary's.

Charles B. Flanagan, director of external relations at the college at Saint Mary's, to associate vice-president for development at U. of Virginia.

Continued on Page A53

Coming Events

- Continued from Page A4*
- 9-12: Languages.** "Central States Conference on the Teaching of Foreign Languages," Wayne State University and Michigan Technological University, Hotel DePaul, Mich., Contact: Dr. John Spinnell, (313) 577-6241 or (113) 577-1982.
- 9-13: Pre-K-12.** "Pre-K-12 Colloquium Plan in the United States," University of Houston, Houston, Contact: Institute for Educational Research, 3000 Cullen Road, Houston, TX 77204-6376; (713) 750-1000.
- 10: Interviews.** "Student-College Interview Session," Southeastern Regional Office of the Council for Higher Education, Suite 100, Columbia, Mo., Contact: L.M. West, 300 Spring Street, Missouri, Mo. 65201.
- 10-12: Two-year colleges.** "Looking In, Looking Out: The Challenge of Higher Education on International Exchange," American Council on International Education, Phoenix, Contact: M. Yukio Tokunaga, One Dupont Circle, Washington, DC 20036-3237.
- 10-12: Leadership.** "Leadership and Management," Conference, Monmouth College, West Long Branch, N.J., Contact: Dr. Morton Luther Luther, Jr., Office 305, 805 Morton Luther Luther, (404) 572-3990.
- 10-12: Teaching.** "Language and Culture in the Classroom," National Slavic Society's Rock of Beng College, Great Barrington, Mass., Contact: Judi Smith, Institute for Slavic Studies, Bard College, Annandale-on-Hudson, NY 12504; (518) 748-4744.
- 10-12: American literature.** "Reactive and Aesthetic Themes in African-American Literature," meeting, Virginia Tech, Conference, Virginia Tech, Blacksburg, Va., Contact: Samuel J. Giovannini, New River Community College, 1777 Dahlia, Vn. 24064; (703) 674-3601.
- 10-12: American studies.** "Oh, I've New York: Discovery and Rediscovery in Mass., Regional meeting, College Mu-

sic, California State University, San Bernardino, Cal. Contact: rws, 202 3500, 1400-1420, 721-9616.

11: Philosophy. Annual meeting, Wisconsin Philosophical Association, University of Wisconsin-Milwaukee, Contact: George C. McNiven, (414) 256-6810.

11: Women's studies. "Authoring Women: Feminist Perspectives on Women-Centered Communit," (125) 546-5380.

11-13: Women. "Women in the Music Society," University of Portland, Portland, Ore., Contact: cca, 202 West 30th Street, Missoula, Mont. 59802; (406) 231-5816.

11-14: Higher education. Annual meeting, Association of African-American Colleges and Universities, Phoenix, Contact: AACU, One Dupont Circle, Washington, DC 20036-3237.

11-12: Leadership. "Leadership and Management," Conference, Monmouth College, West Long Branch, N.J., Contact: Dr. Morton Luther Luther, Jr., Office 305, 805 Morton Luther Luther, (404) 572-3990.

11-12: Mentoring. "Mentoring: Through 50 Years of Resilience," meeting, National Council Student Conference, University of Northern Colorado, Greeley, Colo., Contact: Dr. Michael G. Terrell, American Council on International Education, Phoenix, Contact: M. Yukio Tokunaga, One Dupont Circle, Washington, DC 20036-3237.

11-12: Professional issues. "Promoting

WORKSHOPS, CALLS FOR PROPOSALS

HOLLINS

The Center for the Development of Pluralistic Leadership
Presents a
SUMMER INSTITUTE ON CAMPUS DIVERSITY
at
Hollins College • Roanoke, Virginia
June 24-28, 1992

Join your colleagues on the beautiful Hollins College campus near the Blue Ridge Mountains for a four-day institute focused on issues related to racial, ethnic, and cultural diversity on American campuses. Learn program strategies. Gain cross-cultural awareness. Experience cultural diversity. Topics will include:

- Race and Ethnic Relations
- A Critique on Ethnicity
- Legal Issues and Campus Diversity
- Models for Student Leadership
- Admitting and Retaining Students of Color
- Counseling Students in a Diverse Environment
- Mobilizing Employees for Diversity
- Diversity in the Classroom
- Creating a Culturally Affirming Environment
- and more...

Institute fee of \$425 covers registration, housing, meals, and all conference materials. Detailed program information and registration forms available in April.

For registration information: **Autumn Woodie** For program information: **Joyce Surber** (404) 605-8840

MILLS Call For Proposals

A national conference co-sponsored by Mills College and the American Association of University Women

**TAKING THE LEAD:
Balancing the Educational Equation
ISSUES OF EQUITY AND DIVERSITY FOR WOMEN AND GIRLS**

October 23-25, 1992
Mills College, Oakland, California

We invite proposals for papers, workshops, panel discussions and symposiums that speak in diverse voices on equity issues for the education of girls and women in school and college, and the impact of educational equity on career development in the workplace, in the family, and in the community. Two-page proposals and presenters' vitae should be submitted by June 15.

Dr. Edna Mitchell, Director of Graduate Study
Mills College, Oakland, CA 94613
(510) 430-3300

CALL FOR PROPOSALS on EDUCATION OF WOMEN

Proposals focusing on a wide variety of topics including:

- * Learning Environments • Self-esteem Development
- * Leadership • Retention in Science
- * Curricular Innovations • Educational Equity for Women
- Comparative studies welcome. Deadlines for 5-page proposals: March 31, 1992

Call or write for guidelines to:
Executive Director • Women's College Coalition • 1020 Vermont Avenue, N.W.
Third Floor • Washington, D.C. 20003 Tel: (202) 789-2356

Coming Events

Continued from Page A16

24-25 Women's studies. "Reassessing the Grounds for Our Struggle: Connecting Women's Lives to Feminist Praxis." Annual conference. Bowling Green, Ohio. Contact: Arlene Spores, 111-72-1133.

■ 24-26 Women and legal issues. "Women and Children's Mental Health." Institute. New University and Cleveland Clinic Foundation. Contact: (800) 541-6882, ext. 7572 or 7580, (312) 475-2700. Center for International Programs. American Psychological Association. Louisville, Ky. Contact: Hugh McCann, Philosophy Department, Texas A&M University, College Station, Tex. 77843.

25-26 Freshman experience. "Freshman Seminar: Instructor Training." Workshop. University of Michigan. Contact: sponsors, Detroit. Contact: Freshmen Year Experience, (800) 777-6029.

26-28 Women in business. "Women in New England." National Association of Women in Business, Worcester, Mass. Contact: Dr. Roberta L. Holstein, (508) 731-0000.

April 1-3 Academic priorities. "Prior Learning Assessment Programs." Workshops for faculty and students. Contact: Diane Damrude, (312) 922-9095.

28-29 Critical thinking. "Critical Thinking: Tools for Success." Conference. Foundation for Critical Thinking, Painesville, Ohio. Contact: Center for Freshmen Year Experience, (800) 777-6029.

29-30 Academic priorities. "Academic Priorities in Spring 1993." Contact: Virginia Polytechnic Institute and State University, Blacksburg, Va. 24061-0437; (804) 924-3296.

April 1-2 Academic priorities. Applications for summer internships from graduate students in the humanities or social sciences who are interested in careers as archivists or librarians. Contact: Graduate Library and Research Libraries. Contact: Beth Carroll-Horvitz, Assistant Librarian and Reference Librarian, Society Library, 19-106, 1251 44th Street, Philadelphia, Pa. 19106. (215) 446-9700.

28-29 Teaching. "Teaching Writing and Social Differences." Workshops on innovative teaching methods. Contact: University of Chicago, Chicago. Contact: Peter Goss, (312) 702-7503, fax (312) 702-6184. 28-29 Academic priorities. "Academic Priorities in Spring 1993." Contact: National Association of College Admissions Counseling, Atlanta, Ga. Contact: (404) 528-2200.

28-29 Business officers. "Senior Financial Officers Conference." National Association of College and University Business Officers, Atlanta, Ga. Contact: (404) 528-2320.

29-30 Fund raising. "Tax Planning for the Nonprofit Organization." Workshop for Charitable Giving, Deacons Inn, DeBore, Mich. Contact: (800) 122-9227.

■ 29-30 Academic priorities. "National Academic Priorities in Spring 1993." Contact: National Academy of Sciences, Washington, D.C. Contact: (202) 334-1138.

29-30 Academic priorities. One-day seminar on student retention. "Student Survival." Contact: Academic Resource Center, University of Wisconsin, Milwaukee. Contact: (414) 229-2312.

29-30 Academic priorities. Applications for faculty members in health physics and related technical areas for awards for research in health physics. Contact: Health Physics Faculty Award Committee, San Francisco, Calif. Contact: (415) 554-5000.

29-30 Academic priorities. "Effective Personal Development." Workshop. Contact: Academic Development and Support of Education, Washington, D.C. Contact: (202) 326-5900.

29-30 Academic priorities. Applications for teachers of Spanish for summer fellowship. Contact: Spanish Institute, San Francisco. Contact: (415) 554-5000.

29-30 Academic priorities. Applications for teachers of Spanish for summer fellowship. Contact: Spanish Institute, San Francisco. Contact: (415) 554-5000.

29-30 Academic priorities. Applications for research in the Department of Education's Office of Educational Research and Improvement. Contact: John R. Thompson, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. 20004. Contact: (202) 401-3545.

29-30 Academic priorities. Applications for research in the Department of Education's Office of Educational Research and Improvement. Contact: John R. Thompson, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. 20004. Contact: (202) 401-3545.

29-30 Academic priorities. Applications for grants for higher-education programs in the human services. National Endowment for the Humanities, 101 Independence Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the humanities and sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0462.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.

April 1-2 Academic priorities. Applications for grants to conduct institutes in the social sciences. Contact: National Endowment for the Humanities, Room 110, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 724-0360.